

Seventh Edition—Revised and Improved

GUIDE||
TO
ROWE'S HINTS, BAIN'S GRAMMAR &C.
IN THE
FORM OF QUESTION AND ANSWER

BY
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CAUTION.

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Babu S C Auddy, Bookseller and Publisher, 58 Wellington Street, Calcutta, Babu S C Mookerjee, M. A, Babu Devendra Nath Roy, B A and Babu Kailas Chandra Manna, B A

DEAR SIRS,

Under instructions of our client, Babu Satis Chandra Mookerjee, M A, Vakil, High Court, Calcutta, Proprietor of "A Guide to Rowe's Hints, Nesfield's Grammar, Bain's Higher English Grammar and Mc Mordie's Studies in the form of Question and Answer by S C Mookerjee, M A", we beg to give you notice hereby that the title of a work on English Grammar and Composition specially designed for Entrance Candidates of the Indian Universities published by S C Auddy, bookseller and publisher, of 58 Wellington Street, Calcutta, for the first time in 1897, which bears on different pages the following several names — "The Student's Aids to Nesfield's Grammar, Rowe's Hints, Bain's Higher English Grammar and several others by S C Mookerjee, M A, Devendra Nath Roy, B A, and Kailas Chandra Manna, B A", (2) "The Student's Guide to Nesfield's Grammar, Rowe's Hints, Bain's Higher English Grammar and several others by S C Mookerjee, M A, &c, &c, &c." but without the names of the other two gentlemen aforesaid, (3) The Student's Guide to English Grammar and Composition based on Nesfield, Rowe, Bain, Mc Mordie and several others by S C Mookerjee, M A,

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Yours faithfully,
 JUGNESWAR SEN & GHOSH,
Attorneys at law

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BOOK FIRST.

CHAPTER I.

HISTORICAL SKETCH

1 To what Family of Languages does English belong ?

Ans To the Indo-European or Aryan family

2 To what stock of Languages does English belong ?
Give reasons for your answer (1882)

Ans English belongs to the Teutonic Stock of Languages through its Low-German branch And the reason for it is that English, as regards the "essential elements of a language marking its origin," *viz*, as regards its grammatical structure and inflexions is a Teutonic language

3 Mention the more important Elements of the English Vocabulary Illustrate

Ans The more important elements are —(a) Greek—*telegraph*, *telescope*, (b) Latin—*Prospectus*, *dentist*, (c) Keltic—*babe*, *bad*, (d) Scandinavian—*aloft*, *already*

4 Give the dates of the Four periods in which Latin words were introduced into English, adding four words to exemplify each period (1882)

Ans The *first period* in which Latin words were introduced into English was between 43 A D and 410 A D when the Romans occupied England (*castra*) Doncaster Chester, (*colonia*) colony, Lincoln, (*portus*) Portsmouth, (*strata*) Stratford The *second period* was at the introduction of Christianity, 596 A D by Roman missionaries *monk*, *minister*, *altar* *creed* The *third period* was after the Norman Conquest, 1066 *armour*, *castle*, *captain*, *advocate* The *fourth period* was at the Revival of Learning in the 16th century *abdicate*, *edition*, *judicious*, *participate*

5 What classes of words in English are of Saxon Origin ?

Ans The *articles* (demonstrative adjectives), numerals, prepositions, conjunctions, adverbs of time and place, nouns forming their plural by change of vowel, adjectives forming their degrees of comparison irregularly, most monosyllabic words, most words with

distinctive English prefixes or suffixes,—the names of common objects of nature,—articles of ordinary food—all words denoting the common animals, the common arts, employments &c

6 Why would it be difficult to construct a long sentence in English solely out of words of classical derivation ? (1886)

Ans Because those parts of speech which are essential to the construction of sentences, and the common terms of daily life, belong to Saxon words, and not to words derived from the classical languages—the Greek and Latin

7 Not more than $\frac{1}{5}$ ths of the words in the English language are derived from Anglo Saxon, in what sense, then is it correct to say that English is of purely Teutonic origin ? (1885)

Ans English is of purely Teutonic origin, in the sense that as regards the essential elements of a language marking its origin, *viz*, as regards its grammatical structure and inflections, it is a purely Teutonic language (though as regards its *vocabulary*, it is a *mixed or composite* language)

CHAPTER II.

WORDS THEIR DERIVATION AND COMPOSITION

8 Distinguish between **Roots** and **Stems** Illustrate

Ans The *root* of a word is that part of it in which its first and simple meaning lies hidden, and upon and around which additions, such as prefixes and suffixes have grown The *stem* is the modification or change of form which the root assumes before the endings of declension and conjugation are added Thus in *loved*, *lov* is the root, *love* is the stem, and *d* the suffix of the past tense

9 Explain the different Senses in which the prefix 'be' is used

Ans The prefix *be* (a) makes intransitive verbs transitive,—*befall*, *besit*, *bewail*, *bemoan* (b) Forms nouns and adjectives into transitive verbs—*bedew*, *beguile*, *beloud*, *bedim*, *becalm* *beset* and (c) Adds the idea of intensity or completeness to certain transitive verbs—*bespouse*, *besmear*, *besprinkle* (d) Has a privative force in *behead* (e) In certain words has the force of *before*, *about*, *by*—*betimes*, *before*, *beside*, *because*, *between*

10 Explain and illustrate the different uses of the prefix 'a'

Ans The prefix *a* (1) is a shortened form of *on*—*asleep*, *aside*, *ashore*, *abed*, (2) has an intensive force in *ashamed*, *athirst*, *acold*. (3) gives a transitive force to a verb—(4) *await* (5) means *out of*,—

or *from* in *away*, *awake* *alight*, *arise*, *arise* (6) means *of* in *akin*, *off* in *adown*, and *without* in *apathy*

11 Illustrate the meaning of the prefixes *for*, *over*, *un* and *with*

Ans 1 *Forbear* (=thoroughly, intensive force) *forbid* (idea of *against* or *contrariety*), *forget* (strong negation) *forgive* (intensive) *forgo* *forlorn* (utterly), *forsake* (privation), *forswear* (prohibition) *forspent* (utterly), *forfeit* (outside beyond)

11 *Overflow*, *overhinge* (above), *overwork* *overwise* (=beyond), *overbear*, *overturn*, *overthrow* (=over or down)

11 *Untrue*, *uncommon* (=not), *undo*, *unfold* (reversal of an action), *unloose* (=intensive, thoroughly), *unanimous* (=one)

11 *Withstand* (=against), *withhold* (=back), *withdraw* (=away from)

12 Name the various suffixes denoting the agent or doer of a thing, with examples

Ans *Er* (baker), *ar* (beggar *har*), *or* (sailor), *ster* (songster) *yer* (lawyer), *an* (villain), *an* (artisan guardian), *ant* (assistant), *ary* (secretary), *er* (piercher) *ent* (student), *ess* (songstress), *iff* (plaintiff), *ive* (operative), *ist* (dentist) *or* (actor)

13 Illustrate the different uses of the suffixes 'en' and 'age'

Ans *En* (a) 1 feminine suffix (*queen*), (b) plural suffix (*oxen*) (c) adjectival (*wooden*), (d) verbal (*weaken*, *sharpen*), (e) past participle suffix (*stolen*), (f) diminutive (*maiden*, *chicken*)

Age (a) A collection or quantity—*assemblage*, *foliage*, (b) condition—*vassalage* *bondage*, (c) place—*parsonage* *hermitage* *cottage*, (d) occupation—*pilotage* *tillage*, (e) act—*outrage*, (f) cost or price—*wharfage*, *brokerage*, (g) the result of an action—*pillage*, *coinage*

14 Name the various Suffixes denoting Jurisdiction with examples

Ans *Dom* (*carldom*), *ery* (*brewery*), *ric* (*bishopric*), *ry* (*foundry*) *ship* (*mastership*) *acy* (*magistracy*), *ary* (*granary*), *ate* (*collectorate*), *chre* (*sepulchre*), *wick* (*bailiwick*)

15 Give the various Suffixes signifying "to make," with examples

Ans *Ali* (*alienate*), *en* (*blacken*), *fy* (*purify*), *ish* (*publish*), *ise* (*epitomise*), *ize* (*equalize*)

16 Illustrate the uses of the Suffixes 'dom' and 'hood.'

Ans 1 *Kingdom*, *erldom* (=dominion), *popedom* (=office), *christendom* (=Jurisdiction), *wisdom* (=abstract quality) *thralldom* *freedom* (=abstract state), *matrydom* (an act)

16 *Manhood* (state), *neighbourhood* (place), *liveliness* (means), *brotherhood*, *priesthood* (collective force)

17 Give the Diminutives of seed, star, shawl, hill, corpus, animal cut, bull, shade, lamb, stream, part, globe, home, goose, ball, owl, crook, crown, eagle, fourth, ice, lance, lock

Ans Seedling, asterisk, shallow, hillock, corpuscle, animalcule, kitten, bullock, shadow, lambkin, streamlet, particle, globule, hamlet, gosling, ballot, owlet, crotchet, coronet, coglet, farthing, icicle, lancet, locket

18 Give the diminutives of maid, duck, man, deer, lass, river, convent, verse, novel flower, cock, sack, corn, car, top, lad, lord, pipe, nave, hump, leader

Ans Maiden, duckling, manikin, darling, lassie, rivulet, conventicle, versicle, novelette, floweret, chicken, scratch, kernel, cart, tip, lardkin, lordling, pipkin, navel, hummock, leaderette,

19 Give the diminutives of Poke, circle, poet, ring, rose, seat, spider, sphere, splint, thumb, tower, Mary, Walter, wife, brace, Tom, William, Peter, Paul

Ans Pocket, circlet, poetaster, ringlet, rosette saddle, spider, spherule, splinter, thimble, turret, Milkkin, Watkin, wife, bracelet, Tommy, Wille, *Peterkin* and *Pertin*, Pollock.

20 What are Augmentatives? Give an example.

Ans An *Augmentative* is a word which is formed by the addition of a suffix to a simple word, which suffix serves to intensify the meaning. Thus 'dullard' means a person who is *very dull*

21 Give the Augmentatives of sweet, drunk, slug, brag, ball, fish, medal, harp, lag, dote, wise, hawk, male, drive, caud, dull

Ans Sweetheart, drunkard, sluggard, braggart, balloon, flagon, medallion, harpoon, laggard, dotard, wizard, haggard, mallard, dastard, cartoon dullard

22 What are Frequentatives? Give the frequentative forms of Long, gleam, tell, hear, spark, start, fail, wide, drip, scribe, roam, climb, spit, draw, flit, bert, spot, mute, hang, wend, lower, walk, stake

Ans *Frequentatives* are words formed from other words by the addition of terminations, expressing the frequency or "*repetition*" of acts

Linger, glimmer, talk, hulk, spartle, startle, falter, waddle, crackle, dribble, scribble, ramble, clamber, sputter, drawl, flatter, batter, spatter, mutter, hunker, wander, lurk, welter, stagger

23. Give the Causatives of the verbs Sit, stand, lie, fall, rise, drink, dive, see, suck, sink, quail, wind

Ans Set, sett, stay, lay, fell, raise, drench, dip, shew, suckle, soak, quell, wend

24 What are Compound words ?

Ans Compound words are new words formed by the union of two or more words of independent existence and significance. Hence the words *almighty*, *gainsay* and *withstand* are *not* compound words.

25 Classify Compound words, giving examples of each class

Ans (1) Where compound words are formed by placing two words side by side—*watch-dog* a dog that watches *windmill*. Here the relation between the members of the compound are denoted by the order in which they stand.

(2) Where the relation between the members is expressed by an inflexion of one of the parts, marksman (one who can hit the mark), *open-hearted*.

Where the relation between the members is expressed by the intervention of a symbolic word—brother-in-law, handicraft, nightingale, man-of-war.

26 Which is the limiting and defining word in a Compound ? Illustrate

Ans As a general rule, the first term would limit and define the meaning of the second *sheep-dog*, (a dog to watch sheep) *house-dog*, *lap-dog*, *watch-dog* (a dog that watches)

27 Distinguish between (1) black bird and (2) black bird, (3) mad house and (4) mad-house, (5) ring-finger, and (6) finger-ring, (7) rose-tree and (8) tree-rose (9) ground-nut and (10) nut-ground, (11) man-servant and (12) servant-man, (13) work-day (14) day-work

Ans (1) A bird that is black, (2) a bird of the species of thrush, (3) a family all gone mad, (4) asylum for lunatics, (5) the finger that wears the ring, (6) a kind of ring for the finger, (7) a tree of the kind that bears roses, (8) a rose of the kind that grows on trees, (9) a nut of the kind that grows on the ground, (10) ground for producing nuts, (11) *opp to* maid-servant, (12) a man of the servant class, (13) a day on which work is performed as *opp to* a sabbath-day, (14) work by the day as *opp to* night-work.

28 Mention Compounds which retain traces of gentival inflexion

Ans Doomsday, kinsman, statesman, sportsman, Thursday, Wednesday

29 What are 'Hybrids'? Give an example

Ans Where the different parts of a word are derived from different languages, it is called a *hybrid*, e.g. *shepherdess* where *shepherd* is of Saxon origin, and the termination *ess* is of classical origin

30 What is meant by 'Degradation of words?' Give an illustrative example.

Ans Some words originally used with a good or a neutral meaning have gradually become deteriorated and come to acquire bad or inferior meanings. They are called *degraded words*. Thus the word *clown* which now means a vulgar person originally meant a *colonist*

31 What do you understand by 'Elevation of words'? Give an illustrative example.

Ans Words that have improved in meaning are *elevated words*. Thus *fond* which formerly meant *foolish* now means *very affectionate*

32 Mention English words derived from the names of cities or countries

Ans *Port* (Oporto) *Calico* (Calicut) *Muslin* (Mosul in Asiatic Turkey) *Damask* (Damascus) *Parchment* (Pergamos) *Bayonet* (Bayonne in France) *Cherry* (Cerasus in Asia Minor) *Copper* (Cyprus) *Spaniel* (Hispaniola)

33 Mention English words derived from the names of historic persons

Ans *Pantaloon* (St. Pantaleone of the Venetians) *Dunce* (Duns Scotus) *Pasquinade* (Pasquin, a Roman tailor) *Herculean* (Hercules)

CHAPTER III.

ACCENT EMPHASIS CERTAIN DEFINITIONS

34 Distinguish Accent from Emphasis (1888)

Ans An *accent* is a particular stress of the voice on a certain syllable in a word in pronouncing it e.g., *epitome*, *italics*

Emphasis is the stress laid upon a word or words in pronouncing a sentence 'I come to *bury* Cæsar, not to *praise* him.'

35 What important purpose does accent serve in the English Language? Explain and illustrate

Ans Difference of accent makes up for the want of inflectional endings. Thus it distinguishes a noun from a verb, an adjective

from a verb and a noun from an adjective e.g. *attribute* (noun) *attribute* (verb), *frequent* (adj), *frequent* (verb), *minute* (noun) *minute* (adj)

36 Define Etymology

Ans *Etymology* is the study of individual words in relation to their *classification* into the parts of speech, their inflexion, and lastly their derivation

37 Define Syntax and distinguish it from Etymology

Syntax deals with the joining of words into a sentence, while *Etymology* treats of words in their separate individual capacities

38 What is Inflexion? What parts of speech are never inflected? How are deficiencies of inflexion in the verb made up in English (1875)

Ans *Inflexion* refers to the changes which words undergo when they enter into composition to express their various relations and meanings, as in the plurals of nouns, the comparison of adjectives, &c. *Prepositions, conjunctions and interjections are never inflected* The deficiencies of inflexion in the verb are made up by the use of auxiliary verbs mostly

CHAPTER IV.

THE NOUN CLASSIFICATION

39 Define a noun

Ans The *noun* is defined by three marks—(a) it may be the subject or the object of a sentence, (b) it differs from the pronoun (which may also be the subject or object) by naming a thing *directly*, while the latter names it *indirectly*, by means of reference (c) it differs from the infinitive (which may also be the subject or object) by the fact that while the noun may be inflected for gender number and case, the infinitive is not changed at all

40 Classify Noun

Ans (1) Proper, singular meaningless Nouns (2) Common, general, significant Nouns (3) Collective Nouns (4) Material Nouns (5) Abstract Nouns

41 When do Proper Nouns become Common? Give an example

Ans They become common when they are (1) used as general or class names by being made to denote several persons or things—"the *Mookerjees* of Utterparah" and (2) when they are used to

denote objects or individuals of a similar character to themselves, e.g., "they are so many *Yudhisthiras*" (—persons resembling *Yudhisthira* in point of virtue.)

42 How may Proper Nouns be made Common? Illustrate.

Ans (1) By inserting the articles before them or, (2) by pluralising them 'He is a *Yudhisthira*' 'He is *the Yudhisthira* of modern times' 'They are so many *Yudhisthiras*'

43 Define Collective Nouns

Ans The *collective noun* is the name of a great number of individuals taken as one mass and spoken of as a single object "*regiment, crowd*"

44 What is a Noun of Multitude? Illustrate.

Ans When a collective noun is so used that what is affirmed of the noun is an action that is true of the individual units of the collection, it is called a *noun of multitude* "*The jury were kept without food*" The action of taking food cannot apply to the jury as a body, but only to the individual members of it. Hence the verb is in the plural, and *jury* is here a noun of multitude.

45 What are Material Nouns? Give an example

Ans A material noun is the name given to a substance considered as such; e.g., in its comprehensive character, '*Iron*' is the name for *all* the iron existing everywhere, viewed as a single collection

46 When are Material Nouns used in the plural? Give examples

Ans When they denote (1) different kinds of the material *teas, mls, wines* (2) detached portions, distinct parts of it *stones* for different pieces of stone, *clouds* for detached portions of them, (3) things made of the material, *tins*=tin utensils, *papers*=newspapers See Q 199F and 199G

47 When a material noun is pluralised, how is it to be parsed? How is the singular then formed?

Ans It is to be parsed as a *common* and *class noun* The singular would be formed by putting the indefinite article *a* or *an* before the noun See Q 199F and 199G

48 Distinguish Abstract Noun from Concrete Nouns

Ans *Abstract nouns* are the actual names of certain qualities, states, actions, feelings, &c considered apart from the objects to which they belong The objects in which the qualities, states, &c., inhere are termed, in contradistinction, *concrete nouns*

49 When abstract nouns are pluralized, what do they come to mean? Illustrate

Ans They do not then signify the abstract and general idea but different forms, different varieties, examples, acts, states &c. *Beauties*—Beautiful ladies, beautiful works, or productions *Kindnesses*—Different acts or instances of kindness *Weaknesses*—Different kinds or instances of weakness *Curiosities*—Curious objects, &c. See Q 199F and 199G

50 If abstract nouns are converted into plurals, do they still remain abstract nouns?

Ans No—they become common nouns See 199F and 199G

51 When do abstract nouns take the article *a* or *an*? (1892)

Ans When the noun signifies *one particular* act, variety, attest, example or instance of the abstract idea. *A kindness*—one act of kindness

51A How would you construe infinitive phrases or clauses when used as nouns? Illustrate

Ans They are to be construed as, partaking of the character of abstract nouns *To err* is human *He knows that to err is human* See Q 199H and 199I

52 Abstract nouns are sometimes used to denote Concrete objects Illustrate

Ans *Nobility*—the aristocracy *The priesthood*—the whole body of priests *Youth*—the class of young persons

53 Specify and illustrate the uses of the noun

Ans (1) The subject (2) The object of a sentence 'Ram loves his *friends*' (3) Completion of the predicate—'he is a good *boy*' (4) In prepositional phrases, 'a man *of virtue*' (5) Used as adjectives *sea monsters* (6) The possessive having an adjective force. *The king's* command

54 The Substitutes for the noun are (1) a pronoun (2) an adjective, (3) the infinitive of a verb, (4) an adverb, (5) a noun clause Write a sentence to illustrate each

Ans (1) Ram loves *his* brother (2) *The rich* shall pity *the poor* (3) *To be good* is to be happy (4) Since *then*, he has been suffering from illness (5) I know that *he is honest*—(object to *know*) See Q 104, 199H, and 199I

CHAPTER V

THE NOUN GENDER

55 Distinguish between Gender and Sex. Illustrate

Ans Gender is a distinction between words, *sci* between living beings. Thus a man is of the male sex, while the word *man* is of masculine gender. There are only two sexes, the *male* and the *female*.

56 Give six instances where the masculine is formed from the feminine (1885)

Ans (1) Bridegroom, orig *bryd guma* = bride's man (2) Gander = orig *gans a*, *gans* = a goose, and *a* = the masculine termination (3) Widower (4) Drake (5) Wizard (6) Merman from *mermaid*

57 Give the *feminines* of Charles, Henry, John, Mr, Sir, Joseph, Paul, Alexander, William

Ans Caroline, Charlotte, Harriet, Henrietta, Jane, Joan, Mrs, Madam or Lady, Josephine, Pauline, Alexandrina, Wilhelmine

CHAPTER VI

THE NOUN NUMBER

58 What is the rule regarding the formation of plurals of words ending with 'man'?

Ans Where the ending 'man' is the English word *man* = a human being the word is made plural by changing *man* into *men*, otherwise add *s* as usual. Thus *Frenchman* becomes *Frenchmen*, but *Mussulman* becomes *Mussulmans*.

59 Give the plural form of Mr, Mrs, statesman, German, Chinaman, Turkoman, Ottoman, Norman, Longman, Brahman, talisman, alderman, Dutchman, coachman, clergyman, footman, yeoman

Ans Messrs, Mesdames, Statesmen, Germans, Chinamen, Turkomans, Ottomans, Normans, Longmans, Brahmans, talismans, aldermen, Dutchmen, coachmen, clergymen, footmen, yeomen

60 Give instances of Noun having the same form for both numbers. How then is the number of those words known?

Ans Deer, sheep, salmon, trout, science, series, species, apparatus, superficies, carps. *The number of these words is known by the use of articles, numerals &c.* Thus, 'a sheep,' 'one sheep' show the singular number, while *sheep*, denotes the plural form.

61. Give instances of Nouns which have no singular form

Ans Aborigines, antipodes, arms (= weapons), annals, breeches, bellows, customs (= duties), sessions, premises, billiards, drawers, spectacles, wages, goods.

62. Give instances of Nouns with two plural forms—one a collective and the other an ordinary plural, denoting number

Ans (1) Fish—*fish* species, *fishes* number, (2) shot—*shot* balls, *shots* number of discharges (3) Herring—*herring* species, *herrings* number

63. Give instances of Apparent plurals, i. e., of nouns that are used as plurals, but are really true singulars

Ans *Alms* *riches*, *carcs* 'Riches are transitory'

64. Comment on—News, pains, means, amends, tidings, gallows

Ans News is always used as a singular signifying intelligence, e. g. "Ill news runs apace." Pains is generally used as a plural "Great pains have been taken." Means and amends are used as singulars when the signification is singular, and as plurals when the signification is plural. 'This means,' 'these means' "Peace of mind is an honourable amends for the sacrifices of interest." "The good man's attitudes are of a pleasing nature." Tidings is generally used as a plural. Gallows is always singular.

65. Give instances of nouns which although singular in form are plural in meaning and construction

Ans Words used in a collective sense, e. g., infantry, poultry, cattle, foot, artillery, cavalry, horse, foot

66. Certain words dispense with the sign of the plural when used with numeral adjectives. Explain and illustrate

Ans Names expressive of quantity, number, mass, &c., often dispense with the sign of the plural when used with a numeral. Five pound, three dozen, a fleet of ten sail, twenty fathom deep. I weighed five stone, fifty head of cattle. Other words of the same class are pair, trace, couple, score, foot, mile, yoke, maul, "Many change of garment," four hundred, three thousand

67. How are the plurals of Compound Nouns generally formed? Give examples. Mention any exceptions

Ans Rule I. By inflecting the principal noun sons-in-law, commanders-in-chief, courts-martial, maids-of-honor, states-general, master-bakers, brother-squires, fellow servants, Lieutenants

mant-Governors , man stealers , mud servants goings-out , heirs-at-law heirs-apparent , cousins-german , book-cases , ink-horns , watch makers , book-binders

Rule II *When the words are so closely allied that the meaning is incomplete till the whole is known, the "s" is added at the end* forget-me-nots three-per-cents , spoonfuls , castaways , drawbacks , spend thrifts , out-pourings , mouthfuls

Rule III *When a title is prefixed to a proper name, so as to form a sort of compound, the name and not the title is varied to form the plural* The three Miss Browns the two Mr Scotts The three Doctor Faustuses

Rule IV But a title not regarded as part of one compound name should be made plural, if we refer to more than one the three Misses Brown , Missrs Thacker Spink and Co , Lords Ripon and Canning , the Lords Commissioners of the Admiralty , the Lords Bishops of Calcutta and London

Exceptions

Men servants , women servants , knights-templars , knights-bachelors , lords-lieutenants , lords justices , poet laureates , surgeon-majors , major-generals , sign manuals , price currents , governors general

68 Give example of Nouns with two plural forms, with different meanings

Ans (1) Beef—*beefs* (kinds of beef), *beevs* (oven) (2) Brother—*brothers* (by blood), *brethern* (of the same society or community) (3) Cloth—*cloths* (kinds of cloth), *clothes* (garments) (4) Die—*dies* (stamps for coining), *dice* (for play) (5) Genius—*geniuses* (men of talents), *genu* (evil spirits) (6) Index—*indexes* (tables of contents), *indices* (signs in algebra) (7) Pea—*peas* (separate seeds), *pease* (the collective species) (8) Penny—*pennies* (single coins), *pence* (a collective sum) (9) Shot—*shot* (the number of balls), *shots* (the number of times fired) (10) Staff—*staves* (sticks), *staffs* (collective idea in a military sense)

69 Give instances of Nouns having two meanings in the singular, and only one in the plural

Ans (1) Horse (cavalry, animal), *horses* (animals) (2) Foot (part of body, infantry) *feet* (parts of body) (3) Compass (circuit, mariner's) *compasses* (instruments for measuring) (4) Powder (mixture, gunpowder), *powders* (mixtures) (5) Sail (piece of canvas, ships collectively as *twenty sail*), *sails* (pieces of canvas) (6) Practice (habit, exercise of a profession), *practices* (habits) (7) People (nation, person), *peoples* (different nations)

70 Give instances of Nouns with one meaning in the singular, but two in the plural

Ans Effect (result), *effects* (results, goods) (2) *Pain* (suffering), *pains* (sufferings, trouble) (3) *Custom* (habit), *customs* (habits, revenue duties) (4) *Number* (quantity), *numbers* (quantities, verses) (5) *Part* (division), *parts* (divisions, abilities) (6) *Propose* (proposition), *proposals* (propositions, buildings) (7) *Manner* (method), *manner*s (methods, behaviour) (8) *Quarter* (a fourth part), *quarters* (fourth parts, lodgings) (9) *Spectacle* (sight), *spectacles* (sights, eye-glasses)

71 Give instances of Nouns having two meanings in the singular and three in the plural.

Ans (1) *Letter* (of alphabet, epistle), *letters* (of alphabets, epistles, literature) (2) *Ground* (earth, reason), *grounds* (garden, reasons, dregs)

72 Give instances of Nouns having a general meaning in the singular and a special meaning in the plural.

Ans (1) *Iron* (the metal), *irons* (chains) (2) *Corn* (grain), *corns* (excrescences on the feet) (3) *Content* (capacity), *contents* (the list of subjects treated of in a book) (4) *Colour* (hue), *colours* (flag, ensign or standard)

CHAPTER VII.

THE NOUN CASE

73 Define 'Case'

Ans 'Case' is an inflexion of the noun or of the pronoun showing its relation to other words

74 What are the two ways of forming a possessive in modern English? (1875)

Ans (1) By the use of the Saxon-genitive—'s (2) By the use of the Norman genitive—of

75 With what classes of nouns is the possessive case-ending generally used? Illustrate (1875)

Ans (1) Proper names of persons *Peter's* pence (2) Class-designations of persons—*The hero's* harp, *the lover's* lute. (3) Names of animals, *the eagle's* flight (4) Dignified objects generally personified—the *sun's* heat (5) Periods of time (only in certain phrases) *a day's* leave, *a month's* holiday, *a few hours' inter-course*, *three days' grace*, *nine days' wonder*, *The Thirty Years' war*

76 Where may the Norman genitive 'of' be correctly used? Illustrate. (1875)

(4) Where the governing word is placed between the name and the occupation, the name takes the possessive sign I left the book at Mr Thacker's shop, bookseller

81 How are you to express the Possessive when the thing possessed is the joint-property of two or more individuals? Give an example.

Ans The sign of the possessive is annexed only to the last noun? Thomas, James and John's—house forming the joint possession of these three persons

CHAPTER VIII.

THE NOUN OTHER CASES

V B For more copious illustration under this head the student is invited to study Q 199H, 199I, 207D post, also 240A

82 What is meant by the Nominative Absolute? Give examples

Ans When a noun and a participle (expressed or understood) in agreement with it, form together a phrase grammatically independent of the rest of the sentences the noun is said to be in the *nominative absolute* and the phrase (which is adverbial in its character) is said to be of the absolute construction "The sun having risen we commenced our journey" *This* (being) said he sat down See Q. 207B

83 Define the Cognate Accusative Give examples

Ans. A noun in the objective case governed by an intransitive verb of kindred meaning (whether wholly or partially) is called a *Cognate accusative* He wept bitter *tears* they have slept their *sleep*, he dreamt a *dream*, he ran a *race*, they shouted *applause*, it blows a heavy *gale* See Q. 240 A.

84 Define the Direct Object and the Indirect Object Illustrate.

Ans Many verbs such as *give, forgive, bring, teach, tell, allow*, &c., may take two objects, one of which (denoting a *thing*) is *directly* affected by the action of the verb and is called *direct object*, while the other (denoting a *person*) is *indirectly* affected, and is called the *indirect object* Thus—he allowed his *son* (indirect) ten *rupees* (direct) per month I forgave *them* (indirect) their *fault* (direct)

Note—The student will note that the *thing* is always the direct, and the *person*,—the indirect object.

85 Define the Retained Object. Illustrate.

Ans When an active verb taking two objects (one, a direct, and the other, an indirect object), is changed into the Passive Voice, either of the two objects may become the subject of the passive verb while the other is retained as object. The latter is called the *Retained Object*. Thus 'He gave him the book' may be turned into the passive form in two ways: (a) he was given the book (retained object) by me (b) he was given him (retained object) by me. See Q. 240 A.

86 Define the Dative of interest. Illustrate.

Ans Sometimes an indirect object is inserted after verbs which usually take only a direct object, in order to express the interest of some person in the action of the verb. Bring me (dative) the book. Make me (dative - for me) this shirt attractive.

87 Define the Factitive. Illustrate.

Ans Certain transitive verbs such as making, appointing, electing, creating &c, occasionally take two accusatives, one representing the person, the other the office. The second is called the *factitive accusative*. They appointed him their magistrate (fictive accusative).

88 Define the Adverbial Object. Give eight examples.

Ans Nouns denoting time, space, quantity, degree, cost, measure, manner, or other attendant circumstances, when joined adverbially to verbs and adjectives. They are then called *adverbial objective*. 1 He lives a long way (adv obj space) from J. J. Harpore. 2 We waited an hour (adv obj time). 3 It weighs five pounds (quantity). 4 The book is worth five Rupees (cost). 5 The tree is four feet (measure) high. 6 I do not care a bit (degree) for you. 7 I met him face (manner) to face. 8 I love you to the full (degree). See Q. 207 D and

CHAPTER IX.

THE ADJECTIVE

[N.B. For Articles, See Q. 451]

89 Define an adjective.

Ans An adjective is a word used to extend the meaning of a noun or pronoun and to limit its application, and is distinguished from nouns by inflexion called 'comparison'.

90 Classify adjectives

Ans I. PRONOMINAL ADJ—(a) Demonstratives, *this, that, the, such* (b) Interrogatives—*which, what*, used interrogatively (c) Relatives (d) Possessives—*my, mine* &c.

II QUANTITATIVE ADJECTIVES.—(1) Adjectives of quantity in mass or bulk—*much, any, some, great, whole, little* (2) Adjectives of quantity in number—(a) Definite numeral adjectives including *cardinals*, (one, two), *ordinals* (first, second), and *multiplicatives* (double, treble, three-fold) (b) Indefinite numeral adjectives *many, any, an, a, some*, (some apples) Cf. Q 207. (c) Distributive numeral adjectives *each, several, either, neither*.

III QUALITATIVE ADJECTIVES—*good, bad*.

91 Give instances of English comparatives not followed by 'than'

Ans. Elder, former, latter, upper, outer, inner, hinder, neither

92 Give instances of *Adjectives without a positive form* Compare them

Ans (1) Further (comp) furthest (2) Nether (comp.) nethermost (3) Under (comp) undermost (4) After (comp) aftermost. (5) Over (comp) overmost

93 Give examples of *Adjectives with two comparative and two Superlative forms* Compare them

Ans - (1) Old—older, elder, oldest, eldest. (2) Out—Outer, utter; outermost, uttermost, utmost, outmost. (3) Late—later, latter, latest, last

94 Give instances of Adjectives governing nouns in the objective case

Ans *Like, nigh, near, next, worth* The book is *worth* a rupee (see Q 88) He stood *near* me He is *like* his father stupid

95 When do you use the comparative form? *When is the comparative followed by than, and when by of?*

Ans The comparative form is employed when two sets of persons or things are compared 'Than' is used when we intend to express *comparison* between two or more objects But when *selection* from two of the same class is meant, 'of' is employed e.g. he is wiser *than* his fellows, he is the more intelligent *of* the two

95A. (a) How would you parse an article? (b) Could you give an instance of *the* used as an adverb?

Ans (a) As a demonstrative pronominal adjective, see Q 90 (b) *The* more you look for it (=adv of degree = in what proportion) *the* surer (=in that proportion, adverb of degree) you will be to find it See Q. 113 (d)

96 Distinguish between (1) each and every; (2) each other, one another, and every other

Ans *Each* and *every* both refer to *one of many*. But the difference is that while *every* exhausts the whole collection by each individual of the collection being considered separately, *each* does not necessarily exhaust the whole collection. Thus *every boy* = all the boys taken separately, *each boy* = not necessarily all, though many. (2) *Each other* applies to two objects, *one another* to more than two. *Every other* = each alternate. He came *every other* day = he came one day, missed coming the next day, but came the third day and so on.

97 Explain the phrases, (1) *Every three years* (2) *Not a few men* (3) *Some ten years ago* (4) That is *another* question altogether (5) *The other day* I saw him (6) *Many a man*

Ans (1) Once at the end of each *third* year (2) An emphatic way of saying *many men* (3) *About* ten, &c. See Q 207 (4) That is a *different* question (5) *Lately* &c (6) *Many men*

98 Distinguish between the uses of *my*, *mine*, *her*, *hers*, *your*, *yours* &c

Ans The first forms, *my*, *her*, *your*, &c, are used with nouns like any other adjective *my book*, *her fans*. The second forms *mine*, *hers*, *yours*, &c, are employed.—(1) In predication, “the book *is mine*,” “the house *is not yours*” (2) In other cases where the noun does not immediately follow “That *is your* opinion, but *mine* is different”

99 State rules for the use of the word ‘Whole’

Ans (1) *Whole* does not take *the* before it when joined to plural nouns, collective or descriptive names of countries—*whole nations*, *whole provinces* (2) Before singular common nouns, we use *a* or *the* according to the sense, *the whole tree* *the whole estate* was taken away from him, “*a whole nation* was enslaved, “*a whole province* was overrun” (3) Before proper nouns, we do not use the words *whole* simply, but the phrase *the whole of*,—*the whole of Bengal*

100 Explain and illustrate the use of *Than* and *As* in comparative sentences

Ans *Than* and *as* are conjunctions and should have the same case after them as before them. He is wiser *than I* (am), he likes you better *than* (he likes) *me*, he is not so tall *as I* (am) tall. For a fuller exposition, see Q 240

101. Distinguish between, (1) *eldest*, *oldest*, (2) *less* and *lesser*, (3) *farther* and *further*

Ans. (1) *Eldest* = first-born and is applicable only to persons. *Oldest* = not necessarily the first born, but having the greatest age and is applicable to persons and things. *The oldest son* of a father is the oldest of the surviving sons, while his *eldest son* would be his first-born son, whether living or dead.

(2) *Lesser* is a double comparative and is always an adjective, *Lesser Asia* (= Asia Minor) *less* may be used both as an adjective and an adverb. He is *less* (adv) naughty than his brother I would not have a *less* sum (adj) than fifty rupees

(3) *Farther* (comparative form of *far*) is applied to the more distant of two objects "London is *farther* from Calcutta than Paris *Further* (comp of *fourth*) = *more in advance*, e g, 'the *further* end of the table', it means also *additional* as in a *further* reason for it is this

102 Distinguish between (1) later and latter, latest and last; (2) much and many

Ans. (1) *Later* and *latest* are used only to denote time, while *latter* and *last* are used to denote order or position in a series. A *later* discovery, the *latest* discovery, the *latest* publication, the *latest* news on a subject, the *last* boy, Rienzi, the *last* of the patriots (2) *Much* refers to quantity *many* to number, *much* money, but *many* rupees, *much* ink, but *many* inkstands.

103. Illustrate the uses of the Adjectives as (1) *abstract nouns* (2) *verbs* (3) *adverbs*

Ans (1) Idleness is the root of all *evil*, *the true* (= truth) and *the beautiful* (= beauty) are always prized (2) The sun *dries* the road (3) This looks *strange* drink *deep*, stand *erect*

104 Mention the Substitutes for the adjectives Illustrate

Ans (1) Nouns—*gold* ring, *police* regulation (2) Possessive forms of nouns and pronouns—*my* book (3) Adverbs—the *then* king the *down* train (4) Prepositions—*after* ages, the *above* discourses (5) Participial phrases—*tribes given to the worship of idols* (= idolatrous) troops *hired to fight* (mercenary) (6) Prepositional phrases—the book *before me* (= this), disturbances *in the colonies* (= colonial) (7) Adjective clauses—accidents *that end in death* (= fatal), an attempt *that has no chance of succeeding* (= impossible)

N B. For further illustration, see Q 199].

CHAPTER IX.

THE PRONOUN

105 Define a Pronoun

Ans A *pronoun* is a word that expresses a thing not directly, by its own name, but indirectly by a reference or relation to something else

106 Give the Compounds of Self with *I*, *thou*, *he*, *she*, *it*, *they* (1882), as also with *we* and *you*

Ans Myself thyself himself herself, itself themselves, ourselves yourself, and yourselves

107 Give the three different Purposes which Self serves in English Illustrate.

Ans (1) It may show the true reflexive use—I hurt *myself*
(2) It may impart emphasis—I *myself* will undertake the work. Both the intensive or emphatic, and the strictly reflexive uses appear in "I *myself* (emphatic) sometimes despise *myself*" (reflexive) (3) Used as a noun He sacrificed his *self* to the good of mankind

108 Give Examples of 'As and 'But' having the force of the relative (1877)

Ans (1) (a) *Such men as* (=whom) we find here are not worthy of praise (b) He offered me the *same* conditions *as* (=which) he offered you. (c) Honesty is the best policy, *as* we all know (=which, the fact, viz., that honesty is the best policy) (2) There is no student *but can* (=that not can=that cannot) answer this question For further illustration, see Q 201 and Q. 202

109 Explain and illustrate the uses of 'It' (1879)

Ans I THE BACKWARD OR RETROSPECTIVE REFERENCE to a noun, an infinitive phrase or to a clause "Take the book, here *it* (=book) is" "I should like to walk, if *it* (=to walk, walking) is not fatiguing" "You can do so, but I do not think *it* (=to do so=the doing so) right." "The day will be fine no body doubts *it*" (=that the day will be fine—a clause) "I have done the state some service, and they know *it*" (=that I have done the state some service—a clause)

II THE FORWARD OR ANTICIPATING REFERENCE to a noun an infinitive phrase or to a clause., "*it* is surprising, the little progress we have made" It is a little troublesome, this *piece* of business." *It* is a wicked thing to steal "It is not in mortals, to command success" *It* is probable that the day will be fine "It is six years since I heard of him last"

III THE INDEFINITE REFERENCE

(a) In questions—who was *it* that you saw? (=an unknown person) Who is *it* (unknown person) there?

(b) In statements, for the purpose of emphasising them—"It is I, be not afraid." *It* was the king that I wanted to see.

(c) In certain elliptical expressions—If *it* is fine, I shall go out (i.e. the weather) *It* is raining hard.

(d) In certain expressions where the *it* forms a sort of cognate object to the verb Fight *it* out=fight the fight out She *queens* *it* (=affects the queen), he lords *it*

110 Explain and illustrate the different meanings of the relatives, Who and Which.

Ans (i) **Co-ordinating use** Here the relative connects two co ordinate sentences In such cases the meaning of the nouns to which the relatives might be attached is not restricted on the contrary, a new information is added "I met the watchman *who* (=and he) told me there had been a fire" At school, I studied algebra, *which* (=and it) I found useful afterwards

(ii) **Adverbial use** Here the relative connects two clauses, the one introduced by itself being adverbial to the other "Why should we consult this man, *who* (=for he) knows nothing of the matter?" I am not going to buy your book, *which* (=because it) would not help me in passing the examination

(iii) **Restrictive or limiting use** Here the relative introduces a clause intended to restrict or limit a noun or a noun-equivalent. Hence it here connects two clauses, the clause introduced by the relative being an adjective clause

I know the man *who* spoke to us on the subject yesterday I want the book *which* I lent you Here *who* and *which* point out a particular man and a particular book, and are hence said to restrict or limit the application of the nouns *man* and *book*

N B—For fuller discussion and more copious illustration, see Q. 207 E

111 Explain and illustrate the various meanings of the word, 'One'

Ans (1) **Indefinite use** *One* ought to do a thing *oneself*, *one* wants it done properly **N B** *One* should be followed by *one* and not by *he* (2) The meaning of *creatures*, *beings* the great *ones* (=persons), the young *ones* (creatures), the little *ones* Here *ones* is the plural of *one* which is here used as a noun (3) A particular, but an indefinite person. '*One* *Hari* told me all this, (4) A numeral used in the manner of a pronoun I like mangoes but I must have a ripe *one*' (=mangoe) (5) Meaning of *single* '*One* man will be able to do the work

112. What is the peculiar force of 'which' as an interrogative? Contrast it with 'what'

Ans. The peculiar force of *which* as an interrogative is its *selective force* It supposes a given class or group, and inquires of the specific individual or individuals Thus when we say '*which* of these books do you want?' one book of a definite number is intended But when there is no given class or group, *what* (and not *which*) is the proper interrogative

113 Explain the constructions in (a) "I must see him and *that* quickly" (b) "Learn your lesson, *that* is a good boy" (c) *What* with the death of his father, and *what* with the loss of his only son, he felt life was not worth living (d) *The* sooner, *the* better (e) This is right, *as* I always say

Ans (a) *And that quickly* = And I must see him quickly (b) *That* = One who learns his lesson (c) *What with* = Partly owing

to (d) By how much 'he sooner, by so much the better—In what proportion the sooner, in that proportion the better See Q 95A
(e) *As*=relative *which*=the fact of this being right

114 Parse 'what' in the following—"a *What* friends he gained, he kept (b) *What* man will do this? (c) *What* books I please, I read (d) *What* is to be done now? (e) *What* with his father's death, *what* with his ill-luck, he was greatly embarrassed. (f) *What* is done cannot be undone See also Q. 207c (h).

Ans (a) pronominal relative adjective (b) Interrogative relative adjective (c) Pronominal Rel Adj (d) Interrogative pronoun (e) adverb (f) Relative, *what*=*that* *what*, meaning *which*

115 Point out any difference in meaning in the following.
(1) *Who* is he? (2) *What* is he? (3) *Which* is he? (4) *Who* is it?
(5) *What* is it? (1882)

Ans (1) Enquires of a person's name and parentage (2) Enquires about a person's profession or social position (3) Enquires of one particular person, out of a given number of persons (4) Enquires of an unknown person (5) Enquires of an unknown matter

116 Construct sentences showing the uses of *other than*, *other—besides*, *no sooner than*, *scarcely before*, *not only—but*

Ans This shirt is *no other than* (used when comparison is intended) the one I have lost I have *other* shirts *besides* (here *no comparison is intended*) these. *No sooner* had the doctor gone away, *than* the patient died *Scarcely* had he left his house *before* I arrived *Not only* did he refuse to pay back my money, *but* he abused me

CHAPTER XI.

THE VERB

117 Define a verb

Ans A verb is a word that states or asserts something affirms or denies it

118 Classify verbs

Ans (i) *Transitive* verbs (=verbs taking an object and hence expressing also an action), *kill* (ii) *Intransitive* verbs (a) *Active intransitives* (i.e., verbs though taking no object, express an action), *jump*, *walk* (b, *Neuter intransitives* (i.e., intransitive verbs not expressing an action, but expressing a state of rest)—*sleep*, *be*, *rest*

119 Distinguish between an Active and a Transitive verb 1882

Ans An active denoting verb which may or may not take an

object is an *Active Verb*. An action denoting which must be also an *object-taking verb* is a *Transitive Verb*. Thus an Active Verb may be a Transitive or an Intransitive Verb.

120 What do you understand by Incomplete, Apposition or Copula Verbs ?

Ans Certain verbs do not express a *complete* meaning by themselves, unless joined to some other words coming after them. Hence, they are called *Incomplete, Apposition, or Copula Verbs*. *Be, become, seem, appear, grow, walk, appoint, elect, &c* are examples.

121 What are Reflexive Verbs ?

Ans Reflexive verbs are transitive verbs with the same individual as both subject and object. He *hurt* himself.

122. What are Causative Verbs ?

Ans *Causative Verbs* are class of transitive verbs formed from *intransitives*, and expressing the idea of *causing*. Thus *to raise* = to cause to rise, *to set* = to cause to sit. See Question 23.

123 Give ten examples of Transitive with a passive sense but an active-voice form.

Ans (1) His speech *reads well* (= seems good when it is read). (2) These books will *sell* (= lend themselves to be sold). (3) The wine *tastes* sour (= is sour when it is tasted). It does not *smell* sweet (= give out a sweet scent when it is smelt). (5) He is *to blame* in the matter (= to be blamed = blamable). (6) This is a house *to let* (= to be let). (7) *Drinking water* (= water to be drunk). (8) The pen *writes well*. (9) Such a lot is hard *to bear* (= to be borne). (10) The story is said *to tell* (= when it is told).

124 Summarise the chief uses of the Transitive Verb.

Ans (1) Reflexive use see Q 121, (2) Passive use Q 123.

125 Some Intransitive Verbs are made transitive and causative without any change. Give some examples.

Ans (1) The horse *walks*, the groom *walks* the horse. (2) The wood *floats*, the raftsmen *float* the wood down the river. (3) Rice *grows* in warm countries, he *grows* large quantities of rice. (4) The glass *broke*, he *broke* the glass. *N.B.* Other verbs of a smaller character are — *move, burn, drop, run*.

126 Some Intransitive Verbs are made transitive by means of prepositions. What are compound verbs ?

Ans Some intransitive verbs are habitually modified by prepositions closely united to them. The prepositions in such cases become adverbs united to the intransitive verbs rendering them *Transitive* and converting them into *compound verbs*. (1) His friends *laughed at* him. (2) I *wonder at* his zeal. (3) We *came to* the resolution. (4) They *despaired of* his life. See Q 341 Rule Fifth.

127. Summarise the chief uses of the Intransitive verb.

Ans. (1) Intransitive and causative use—the groom *walks* the

horse (2) Transitive use with prepositions We *laughed at him*
 (3) Transitive use when used with (a) a *full* cognate object, —he has *dreamt* a dream, (b) with a *partial* cognate object, he *wept* bitter tears, he *ran* a great risk, (c) with a *suppressed* cognate object—he breathed his *last* (= his last breath), he did his best (= best doing) (4) Transitive use when used with a complement—he *laughed to scorn* (*him* is the object to *laughed to scorn*)

128 Give examples of Passive participles with an active sense Explain

Ans (Contrast this question with Q 123) (1) A *well spoken* man = a man who speaks well or smoothly (2) A *well read* man = one who has read much (3) A *well behaved* student = one who behaves well towards others (4) A *retired* Government servant = one who has retired from service *N B*—The participles in such cases express that a certain fixed character, habit or state has grown upon the agent

129 Define Auxiliary verbs Give examples

Ans The *auxiliary verbs* are verbs that are joined to other verbs to assist in making up various forms in the conjugation of the verbs not provided for by inflexion, e. g., voices, moods, tenses The auxiliary verbs principally are,—*be, have, do, shall, will, can, may, must, let*

130 What is meant by the Complement of an incomplete verb?

Ans Anything needed to complete the meaning of an incomplete verb is its complement This looks *strange* (= complement of *looks*)

130 A Define and illustrate the Subjective and the Objective Complement

Ans See Answer to Q. 207C

131 Define the Voice of a verb

Ans The *voice* denotes the particular form of a verb which shews whether the *agent is acting* (in which case the voice is said to be the *active voice*) or *is being acted upon* (in which case the voice is said to be the *passive voice*)

132 Define 'Mood'

Ans *Mood* is the form of the verb that represents the mode or the manner of the action (or state) indicated by the verb

133 What is the chief distinction between the Indicative and the Subjunctive moods?

Ans The indicative mood gives a direct and unconditional statement of an action, while the subjunctive express the action under a condition *I see* the signal (*indicative*), *if I see* the signal (*subjunctive*)

134 Explain and illustrate the chief use of the Imperative mood

Ans (1) It expresses a command—*Bring* the book here, the nominative is understood before the verb

(2) In making a proposal or expressing a desire in reference to the first or the third person, the imperative mood is used but in the subjunctive form Here the nominative comes after the verb *Sit we* down, *go we* along (= let us go along), *suffice it* to say (let it suffice)

(3) In order to express a *supposition*, we may use the imperative mood, which is easily convertible into the subjunctive form

(a) *Move* a step and you shall be killed = *if you move* a step, you shall be killed (b) *Teach* a dunce as much as you will, he still remains a dunce = although you may teach, &c.

135 Explain and illustrate the distinction between the True Subjunctive and the False Subjunctive

Ans The *true subjunctive* denotes an actual supposition expressive of a doubt or a denial, "if I see the signal, I shall go there" The *false subjunctive* does not express an *actual* supposition, but supposition or condition which is assumed and treated as a certainty Hence it is to be parsed as the indicative mood with a subjunctive form (1) 'If he *is* honest, he will be let off. Here his honesty is assumed as a fact and the meaning comes really to this—'since he is honest', or, his honesty being a fact which we believe in (2) If *that is* the case, then I am much mistaken—That being the case, or, since that is the case &c (3) Though *I am* poor, I am contented Here my poverty is a fact which is admitted

NR—For more copious illustration and fuller discussion—See Q 208 A

136 Explain and illustrate the chief use of the Subjunctive Mood

Ans The *subjunctive mood* in a conditional clause is used to express —(1) *An uncertain future* (a) If *it rain* I shall not be able to go (= I am uncertain whether it will rain or not) (b) If *I be* well, I shall help you (= I do not know whether I shall be well)

(2) *An uncertain past*,—the uncertainty arising from our ignorance. (a) If *he have* got the book, I hope you will take care of it (= I do not know if he is or is not already in possession of it)

(3) *Certain denial in the present* (for which the past subjunctive is used) 'If the book *were* in the library, he *would* get it' (i.e. the book *is* not in the library now)

(4) *Certain denial in the past* (for which the past perfect subjunctive is used) 'If the book *had been* in the library, he *would have* got it. (i.e. the book *was* not in the library)

(5) *A wish contrary to the fact in the present* 'I wish *he were* here

(6) *A wish relating to the future* 'Long live Pundit Vidyasagara' 'I wish *he enjoy* a long life'

Note—For a fuller discussion and more copious illustration under this head—See Q. 208 A.

137 Explain the difference between —

(a) If *it is* so, it is a grievous fault

(b) If *it was* so, it was a „ „

(c) If *it be* so, it is „ „

(d) If *it were* so, it would be a grievous fault

(e) If *it had been* so, it would have been &c

Ans (a) Since it *is* so, as we all admit it *is* so (b) Since it *was* so, as we all admit, it *was* so (c) It *is* not certain, if it is or is not so (d) It *is* certain that it *is* not so (e) It *is* certain it *was* not so For a fuller discussion, See Q. 209 G

137 4 Fill up the blanks in —

(a) If he—wished, he might have helped me

(b) I could—won the race, if I had wished

(c) I—win the race if I wished

(d) If I could sell my milk at a good price, I buy a hen

(e) If you had your own way, you—be ruined

Ans (a) *had*,—it is certain, he *did* not wish (refers to *time past*)

(b) *have*,—I *did* not win the race (*time past*)

(c) *could*,—it is certain that I have not succeeded in winning the race (*time present*)

(d) *might*,—refers to *time present*, not *past* Cf If I could have sold &c (*time past*), then I might have bought &c (*time past*)

(e) *would*—refers to *time present*, not *past*, Cf If you had had your way, (*time past*), you *would have been* ruined (*time past*)

N B—For a fuller discussion See Q. 209 G

138 What are the two kinds of the infinitive? Distinguish between them

Ans (1) The *Simple Infinitive* either preceded by *to* expressed or understood (*to walk*, or ending in *ing* walking) (2) The *Gerundial Infinitive* which differs from the simple infinitive in expressing chiefly the sense of purpose or intention, and in never forming the subject or the object of verb I went out *to walk* (=for the purpose of taking a walk—*gerund*) *To walk* or *walking* is conducive to health (*simple inf*)

139 Explain and illustrate the use of the Infinitive (1886)

Ans It may be used (1) as the *subject* of a verb *to forgive* is a divine (2) as the *object* of a verb I want *to forgive* him. (3) after the preposition *but, except*—I could do nothing *but (to) yield*, (4) as a *complement*—I saw him *(to) kill* himself I like a boy *to be* truthful

140 Explain and illustrate the chief use of the Gerund

Ans It may be used (1) to express a *purpose*—I went out *to walk* he came *to see* me (=for seeing) - give me water *to drink*

(= for drinking), this house is *to let* (= for letting) (2) To express the *cause* of an action, I am glad *to learn* (*cause—at learning*) you have passed (3) To express the *condition* of an action, he is slow *to forgive* (= about forgiving), he is difficult *to be convinced* (4) Parenthetically to express purpose or condition *To be sure* (= in order that you may be sure), he is not wrong *To tell the truth* (= in order to tell the truth) I neglected my work

141 When is the infinitive used without 'to'? Illustrate

Ans (1) After the auxiliary verbs *do, may, can, shall, will, must* and in special instances after *have* I do not (*to*) like you you *can* (*to*) go, I will have you (*to*) do it (2) After the verbs *let, dare* (intransitive) and in many cases after *bid, make, need, please*, and in special cases after *go* and *help* I should not let you (*to*) do it please (*to*) be quiet, I must go (*to*) see what he is doing I helped him (*to*) do the sum You need not (*to*) go there (3) After *had better, had rather, would as soon* Examples —you *had better* (*to*) resign the service (= it would be better for you to resign) you *had rather* not (*to*) do it (= it would be preferable for you not to do it) 'I *would as soon* go as (*to*) stay (4) In many cases after the following verbs when used in the active voice *hear, feel, see, mark, perceive, view, observe, behold* 'I heard him (*to*) say this' I observed him (*to*) watch me' 'I felt a hand (*to*) touch me'

142. "There are Four different parts of speech having same form" What are they? Give an example of each

Ans (1) The infinitive in—*ing* *walking* is conducive to health (2) The imperfect participle *passing* along the road, I saw him (3) The participial adjective, a *startling* cry (4) The verbal noun in—*ing*, the *repairing* of roads

143 Wherein does the Infinitive (with *to* or in—*ing*) agree with the Noun?

Ans (1) Both may be the subject or the object of a sentence (2) The form in—*ing* may be qualified by an adjective, especially a possessive adjective—'*your walking* is as fast as *my running*'

144 Wherein does the Infinitive differ from the Noun?

Ans (1) In taking an object when transitive (2) In not being inflected for gender number and case

145 Distinguish between the Verbal noun in—*ing* and the Infinitive in—*ing* Illustrate

Ans The verbal noun in—*ing* differs from the infinitive of the same form (1) in taking the indefinite article before it, "there came a *moaning* on the wind," a sudden *trembling* seized us (2) in not taking an object after it the *flying* of kites (verbal noun) *flying kites* (infinitive in—*ing*) is a pleasant game *The above is Prof. Barn's view*

146 Distinguish between the Present Infinitive and the Perfect Infinitive Illustrate any peculiar forms of the latter

Ans Bain says The perfect infinitive is properly used when the action is completed previous to the time indicated by the governing verb Thus, "I am glad to *have met* you" = I am glad that *in some past time* I met you He appears to *have been mistaken* = It appears that in some past time he was mistaken. But the following show some *exceptions* "After the past tense of *be* and of verbs expressing *desire, hope, intention, &c.*, the perfect form of the infinitive may be used when the *desire, hope, &c.* has not been realised" I *hoped to have passed* (= I have not passed) I *was to have gone* = I did not go though it was arranged or settled that I should go

147 Distinguish between —(1) He *seems to be* rich (2) He *seems to have been* rich (3) He *seemed to be* rich (4) He *seemed to have been* rich

Ans (1) It seems (in the present) that he *is* rich (2) It seems (in the present time) that he *was* rich (3) It seemed *in some past time* that in some past time he was rich (4) It seemed in some past time that before that time he had been rich

148 Define "Tense" Name the tenses

Ans "Tense is the variation of the verb to express the time of an action modified by other circumstances of completeness" There are three tenses in English the *present*, the *past* and the *future*. Each of the tenses may be subdivided into (1) *Indefinite* (2) *Progressive* (3) *Perfect* (4) *Perfect Progressive or Continuous*

149 Conjugate the verb 'Love' both in the active and the passive voices, Indicative mood (1876)

FORM.	PRESENT	PAST.	FUTURE.
Indefinite.	I love I am loved	I loved I was loved	I shall love. I shall be loved
Progressive	I am loving I am being loved	I was loving I was being loved	I shall be loving (No passive form)
Perfect	I have loved I have been loved	I had loved. I had been loved	I shall have loved. I shall have been loved
Continuous	I have been loving (No passive form)	I had been loving (No passive form)	I shall have been loving (No passive form)

150 Explain and illustrate the chief uses of the Present Indefinite Tense (1885)

Ans The present indefinite may be used to express —

(1) *An historic present* (past action) "Caesar leaves Gaul, crosses the Rubicon and enters Italy at the head of 5,000 men" (2) *A future indefinite* I start to-morrow (3) *A universal truth*. The earth moves round the sun (4) *An habitual state*, he works hard (=he is in the habit of working hard), he goes home every day (5) *A future subjunctive*, If he come (=should come in some future time), he will be duly received (6) *A false subjunctive*—If he is (=a real indicative) honest, he shall be let off

151 Explain and illustrate the use of the Present Perfect Tense.

Ans The Present perfect tense may be used to express —

(1) An action just or recently finished "I have finished my letter" (2) An action done in a space of time not yet gone out—"It has rained all this week" (—"this week is still continuing"), he has written the letter to-day (the day is not yet gone out) (3) That the state of things or the consequences arising from an action, in some past time extends up to the present time See Q 204. The Roman Empire has passed away, I have been a great sinner, (=I am still suffering from the consequences of my past sins) (4) *The completion of a relative future action* (a) When he has finished his work, he shall be rewarded, (b) After I have read the book, I shall go home *N B*—In cases, under (4) we make use of such words as *when, after, before, as soon as &c.*

152 What does the Progressive Tense express? When is it used? Illustrate

Ans The Progressive tense expresses the continuance of an action over some time. It is therefore applied to actions that are not immediate, but denotes the idea of continuance. Hence it would be correct to say,—"I am pursuing my studies," but not—"I am offering you Rs 5". The correct form would be "I offer you Rs 5". We may correctly say—"I take up the coin and place it on the edge of the table"—but we should never say—"I am taking up etc and placing &c"

153 Explain the forms

(1) The house is building (2) My books are reprinting (3) He is come or arrived (4) He has come or arrived

Ans (1) The house is being built or is in course of construction. (2) My books are being reprinted (3) Intransitive used passively. The passive form calls attention to a state (here—his being at a given place) (4) The perfect form calls attention not to a state but to an action (here,—his coming rather than to the state, viz. his being at a given place).

154 What are Strong verbs ? Give examples

Ans Strong verbs are those that form their past indefinite tense by a change of vowel only, nothing being added to the root, *blow—blew sing—sang, fall—fell*

155 What are Weak verbs ? Give examples

Ans Weak verbs are those in which the past indefinite tense is formed by the addition of *-d* or *-t* to the verbal root (*—the c before d unites the suffix to the root*), *jump—jumped, love—loved*

156 Give the preterites and the perfect participles of

(1) *Bear* (2) *Cleave*, (3) *Hung*, (4) *Lie*, (5) *Wake*, (6) *Loose*, (7) *Bid*, (8) *Wind*, (9) *Dig*, (10) *Swell*, (11) *Lay* (to cause to lie)

Ans (1) *Bear* (to bring forth)—bore, born *Bear* (to carry)—bore, borne. (2) (*Cleave to split*)—clove, cleaved, cleft (*past*) cloven, cleft (*p p*) (3) *Hang* (to suspend)—hung, hung *Hang* (to take life by hanging)—hanged, hanged. (4) *Lie* (to repose)—lay, lain, *Lie* (to speak falsely)—lied, lied (5) *Wake* (intransitive)—woke, woke *wake* (transitive and causative)—waked, waked (6) *Loosed*, loosed (7) *Bade*, bid (*past*) bidden, bid (*p p*) (8) *Wind* (to wind up, as a clock)—wound, wound, *wind* (to wind a horn) winded, winded (9) *Digged*, dug (*past*) digged, dug (*p p*) (10) *Swelled* (*past*), *swelled*, *swollen* (*p p*) (11) *Laid* (*past*), *lain* (*p, p*)

157 Distinguish between the following with reference to the meaning of *Have* in each (1) I have a watch with me, (2) I have killed him, (3) I have to go

Ans (1) *Have* is here a principal verb signifying to possess (2) *Have* is here an auxiliary verb (3) With the gerund, *have* expresses the agent's duty or obligation Hence the meaning is—I am in duty bound to go

158 Distinguish between the following with reference to the meaning of *Do* in each (1) I did write. (2) He does not write so well as you do (3) That will do (4) His trick did capital well (5) How do you do ? (6) He is doing well

Ans (1) Emphatic use (2) *Do* here is a substitute for another verb *viz*, *write* (3) *Do*—suffice be enough (4) *Suffice* (5) The first *do* is an auxiliary, the second *do* is a principal verb meaning—to profit (6) Profiting (generally in health, but it may also be applied to other matters)

159 Explain and illustrate the uses of *May*

Ans *May* is used (1) in asking permission—May I go ? (2) In giving permission—you may go (3) In expressing possibility—he may recover (4) In expressing a wish—may you be happy (=I wish that you be happy)

160 Distinguish between the following with special reference to the meaning of *Can* and *May* (1) Can I cross the field ? (2) May I cross the field

Ans (1) Is there any way at all so that it may be possible for me to cross the field ? (2) Shall I be permitted to cross the field ?

161. State the General Rules for the use of *Shall* and *Will*

N B The subject of *Shall* and *Will*, and *Should* and *Would* will be more fully explained in a future chapter (chapter XIX) of this Book, Q. 209 to 212

Ans I In sentences of plain, direct statement

(a) I shall—We shall Thou wilt—you will He will—They will	} To denote simple futurity
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(b) I will—We will—To denote my or our determination

(c) Thou shalt—You shall He shall—They shall	} To denote a promise command, or threat.
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Illustrations

You shall be rewarded (*promise*) Thou shalt not steal (*command*) He shall be punished (*threat*) I shall come very soon (*Simple future*) He will go there (*Simple future*).

II In interrogative sentences

(a) Shall I ? Shall we ? Shalt thou ? Shall you ? Will he ? Will they ?	} To denote simple futurity
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(b) Shall I ? Shall we ? Wilt thou ? Will you ? Shall he ? Shall they ?	} Enquires as to the wish or intention of the person spoken to.
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(c) Will I ?—is inadmissible except in soliloquizing

Illustration

Shall I bring you a chair ? = Is it your wish that I bring you a chair ? Shall I pass, if I do not read ? = I want to know your opinion if it is likely that I may pass if I do not read What shall you do if you do not pass ?—I want to know (not what your will is but) what you are likely to do, if you do not pass

III. I (you, they,) say, I (you, they) shall go = *simple future*. I (you, they) say, I (you, they) will go = *determination* or *promise* on the part of me, (you, them)

161 A Fill up the blanks correctly using "*shall*" or "*will*"

(a) I—be very glad to see you at 8 A M

(b) I—be obliged to punish him

(c) I—have much pleasure to help you

(d) But for your kindness, I—have died of hunger

I—be compelled to report against you

(f) "If I commit a crime, I—be punished

Ans "Shall" should be inserted in each case For reasons, See Q 209 Rule Third.

161 *B* Fill up the blanks correctly using "shall" or "will"

(a) When—we three meet again ?

(b)—I go with you ?

(c) They expect that I—make a speech

(d) They have promised that you—be invited

(e) —you take a few turns in the garden

(f) —they avail themselves of this opportunity

Ans (a) shall, (b) shall, (c) shall (d) shall, (e) will, (f) will For reasons see Q 161

162 State the chief uses of would Illustrate.

Ans Would may be used to denote —(1) *The past of will* Here would follows the rules of will 'I (you they) say I (you, they) will go' becomes in the past 'I (you, they) said I (you, they) would go'

(2) *A past or recorded determination* 'I, he, you would do it'

(3) *A contingent future* used only in the 2nd and the 3rd person) If you come, he would go if I go, you would come

163. State the chief uses of Should. Illustrate

Ans should may be used to denote —

(1) *The past of 'shall'* Here should follows the rules of shall in parallel circumstances 'If he comes' I shall go, becomes, in the past 'If he came, I should go

(2) *Contingent futurity* in the first person I should go, if you come.

(3) *Future subjunctive* in all the persons If he (you or I) should fail, the result would be deplorable.

164 Verbs may be used as nouns, adjectives and adverbs Give examples

Ans To err (noun) is human Borrowed (adj) feathers deceive no one. Snap (adv) it went Let it go hang (adv) at the window

165 State the Substitutes for the verb Illustrate.

Ans (a) *Noun*—He ages fast, water the plant. (b) *Pronoun*—I shall thou thee, traitor (c) *Adverb*—Hence (=go hence) fools On (go or march on), Stanley, on (d) *Preposition*—Down with him (e) *Conjunction*—But me no buts (f) *Adjective*—Dry your cloth, smooth the table

CHAPTER XII

THE ADVERB

166. Define an adverb Illustrate

Ans An adverb is a word used to modify the meaning of (1) verbs—he walked swiftly, (2) adjectives—he is very stupid (3) participles—he is greatly honoured, (4) other adverbs—he writes very

badly ; (5) *nouns*—I study *only Sanskrit* , *only* may also be parsed as an *adjective* ; (6) *pronouns*—I am *affectionately yours* S C M , (7) *adverbial phrases*—*long after the event* (8) *compound phrases*—*the owl sometimes carries off rats*.

166 A Classify adverbs according to their meaning, with examples.

Ans (1) *Adverbs of time*—once, rarely, daily, ever, never (2) *Adverbs of place*—above, below. (3) *Adverbs of manner*—so, as, ill (4) *Adverbs of degree*—pretty, too, enough, much, hardly, nearly, little. (5) *Adverbs of Cause and Effect*—therefore, why, hence, thus (6) *Adverbs of Affirmation and Negation*—yes, no

166B How would you classify adverbial expressions (clauses or phrases) ? Give examples of each class.

Ans—For answer See Q 299, 199 K, 207 B, and 240

167 Explain the force of the words in *italics*

Ans (a) There is a *very* life in our despair (i) I saw that *very* man. (c) Your *very* manner of talking shows that you do not understand what I have told you (d) I am *ever* so glad to see you (e) Give half as much *again* (f) The *down* train (g) The *then* king

Ans. (a) An *actual* or a *true* life. (b) *Identical* (c) Your manner of talking *itself* (d) *Never* so (e) *In addition* (f) *Down-going*. (g) *Then* reigning

168 Adverbs may be used as nouns, adjectives and verbs Illustrate.

Ans Since *then* (*noun*) he has been suffering An *only* sor (*adj*) The *down* train (*adj*) The *then* king (*adj*) Hence, idle creatures (*verb*)

169 What other parts of speech are used as verbs Illustrate.

Ans (1) *Nouns*—he went *home* , he goes *to-morrow* (2) *Adjectives*—drunk *deep* , *dead* drunk , he sat *silent* (3) *Pronoun*—*none* the worse ; *somewhat* large (4) *Verb*—*smack* went the whip (5) *Preposition*—I told you that *before* , he came *after*. Whose looks out *before*, finds himself *behind* N B—For further illustrations. see Q 199 K.

CHAPTER XIII.

THE PREPOSITION

170 Define a preposition

Ans A *preposition* is a word placed before a noun or its equivalent to show a relation to something else The knife is *on* the table.

171 Indicate with illustrations the various meanings of 'for'

Ans (1) *Direction*—he set out *for* Calcutta (2) *End or purpose*—we toil *for* money (3) *In favour of*—I am *for* peace (4) *In the place of*—I took him *for* my elder brother (= I supposed him to be) I know it *for* certain (5) *In spite of*—he is a knave *for* all you might have to say in his favour *For* all that, he is no honest fellow (6) *Taking into consideration the fact that*—she is brave *for* a woman (= considering she is a woman and not a man) He is tall *for* his years (= taking into consideration the smallness of his age) (7) *In exchange for*—tooth *for* tooth, tit *for* tat, two apples *for* an anna (8) *In correspondence to*—word *for* word, (9) *For a period of time*—stay here *for* a year

172 Indicate the different meanings of 'by' Illustrate

Ans (1) *Proximity in place*—sit *by* me (2) *Not later than*—I shall reach the place *by* 4 P M (3) *Agency*—done *by* me (4) *According to*—it is three o'clock *by* my watch They met *by* appointment (= as previously appointed or arranged) (5) *Measure*—to sell cloth *by* the yard (6) *After*—one *by* one (= one after another) Year *by* year (= one year after another) (7) *Oath*—I swear *by* my honor, *by* my God

173 Explain the different meanings of 'to' with examples

Ans (1)—*For*—He took *to* wife a rich lady (2) *Comparison*—ten *to* one, I shall succeed (= the probability is in my favour) (3) *With respect to* (or, meaning of *reference*)—*To* me all things are dear (= with respect to me, so far as I am concerned) *To* a crazy ship all winds are contrary (4) *Adaptation*—sweet *to* the taste (5) *Conformity, consonance, or harmony*—she sang *to* the guitar (= to the accompaniment of, in measured harmony to) (6) *Extent*—he paid me *to* the last farthing; he was punctual *to* the minute (7) *So as to cause or produce*—the child was found missing, *to* the great alarm of its parents (8) *Motion to a place*—I shall go *to* Berhampore

173 A Correct, using appropriate prepositions —

(a) His fondness *to* play will be his ruin (for playing); (b) He prohibited me *to* read the book (from reading) (c) He prevented me *to* read the book (from reading) (d) I despaired *to* pass the examination (of passing) (e) He persisted *to* do this (in doing) (f) He assisted me *to* search for the book (in searching) (g) I am successful *to* pass the examination (in passing) (h) I repented *to* have said so (of having said so) (i) He is bent *to* do this (upon doing)

173 B Use one or more correct prepositions before each of the following,—noon dawn night, daybreak, morning, evening, nightfall, Wednesday last 1890 four years, the 15th August, 7 A M midnight, summer, half past ten

Ans At noon at dawn, at night or in the night, at day-break in the morning, in the evening at nightfall on Wednesday, since Wednesday last in 1890, since 1890, for four years, in four years (= immediately after the expiry of four years), within four years, on the 15th August, before the 15th August, by the 15th August (—on for before the 15th August), at 7 A M, before or by 7 A M, at midnight, in summer, at half-past ten

CHAPTER XIV

THE CONJUNCTION

174 Define a conjunction

Ans. Conjunctions join sentences together 'They are intelligent, but they are not honest'

175 Do conjunctions join words? Give reasons for your answer. Illustrate

Ans In most cases conjunctions do not really join words and phrases when they seem so to do, they actually join sentences. X and Y went = X went and Y went

176 Give some instances where conjunctions do not join sentences but only words

Ans, (1) *Two and two* is four (2) They stood between *you and me* (3) Put it *under lock and key*. They are *husband and wife* so, *parent and child*, *master and servant*

177 Classify conjunctions, adding examples

Ans 1 CO-ORDINATING CONJUNCTIONS—(a) Cumulative (= denoting addition) *and, now, well, also* (b) adversative (= denoting opposition) *else either—or, but, yet, only, however, still* (c) illative (= denoting effect or consequence)—*therefore*

2 SUBORDINATING CONJUNCTIONS (a) Reason, cause—*as, since* (b) Condition—*if, though, through, unless* (c) End or purpose—*lest, that* (d) Time—*when, while, ere, until* (e) Comparison—*than*, as—as, so—as, so—that

177 A Define Co ordinating Conjunctions and Subordinating Conjunctions

Ans Co-ordinating Conjunctions join co-ordinate or independent sentences, that is to say, sentences that are independent of each other or can be separated without loss of meaning The wind blew (one independent affirmation) and the rain poured (another independent affirmation)

Subordinating conjunctions join a subordinate or dependent clause to the principal sentence. In other words, the clause introduced by the subordinating conjunction does not give a complete meaning when separated from the rest of the sentence, and it is

therefore called subordinate or dependent See Q 218 and 220
Ex —The event happened *as it was foretold* (*as*—subordinating conjunction of manner introducing the subordinate adverbial clause —*as it was foretold*)

177 B Parse the words in italics —

(a) He is more clever *than* Hari (b) He is as good *as* his brother (c) I am not so tall *as* you (d) Do it as soon *as* you can (e) I am so weak *that* I cannot walk (f) I have no other books *than* these. (g) No sooner did he come *than* we disappeared (h) As one is to two, *so* four is to eight (i) He knows not only English, *but* also Sanskrit

Ans (a) *Than* Hari is clever (subordinating conjunction introducing a subordinate adverbial clause) (b) *As* his brother is good (subordinating conjunction introducing a subordinate adverbial clause) (c) *As* you are tall (subordinating conjunction) (d) *As* you can do it (subordinating conjunction) (e) Subordinating conjunction (f) *Than* is here a preposition governing *these* in the objective case (g) Subordinating conjunction, (h) Subordinating conjunction (i) *But* he knows also Sanskrit (co-ordinating conjunction) See Q. 202 and 240

177 C Parse the words in italics —

(a) He came *before* (b) He had come *before* I came (c) He had scarcely left the room *before* the fire broke out

Ans —(a) Adverb (b) Sub conj (c) Sub conj See Q 200

177 D What are subordinating conjunctive phrases and co-ordinating conjunctive phrases? Give instances

Ans —Subordinating conjunctive phrases are phrases having the force of subordinating conjunctions, that is to say phrases that introduce subordinate clauses in the manner of subordinating conjunctions. Thus subordinating conjunctions being divided under the heads of (a) Reason, (b) Condition, (c) End or Purpose, (d) Time, (e) Comparison, any conjunctive phrase falling under any of the above heads would be a subordinating conjunctive phrase *Ex* — He worked hard *in order that* he might pass (—subordinating conj phr of *purpose or end*) you may depart, *provided that* all is safe (subordinating conjunction of *condition*) See Q 240 B

Co-ordinating conjunctive phrases introduce co-ordinate sentences in the manner of co-ordinating conjunctions. Thus a conjunctive phrase that expresses the idea of *addition*, *opposition*, or *consequence* in the manner of a co-ordinating conjunction would be a co-ordinating conjunctive phrase *Ex* —*as well as* (addition) *but then* (opposition), *not only—but* (addition) *for all that* (opposition) are all co-ordinating conjunctive phrases See Q 240 C

178 Write sentences using the following as conjunctions —(1) *now*, (2) *well*, (3) *or*, (4) *nor*, (5) *however*, (6) *only*, (7) *then* (8) *when*, (9) *as*, (10) *ere*, (11) *until*

Ans The two angles *A* and *B* are equal to each other *Now* *A* is a right angle, therefore *B* is also a right angle (2) *Well*, Mr Wheeler, I am glad you are come (3) I must see him, *or* (=otherwise if I don't see him) he will be angry (4) These were his fears, *not*, were they groundless (=and not=and his fears were *not* groundless) (5) This step, *however*, of his, I do not much approve of (6) Read this if you like *only* read it in the proper spirit (=provided that) "Do as you please, *only* let your intention be apparent" (=but) He is a fair scholar, *only* he cannot speak English fluently (=with this restrictions =but), (7) So, *then*, you are going to be married (8) I shall come *when* I can (9) *As* I looked out of the window some one seemed to salute me (=when) (10) It will be long *ere* (=before) I shall be able to see my dear friends again (11) They remained, *until* night came on

179. Mention some words—(1) *which* are used as conjunctions, adverbs, as well as prepositions, (2) some used as conjunctions and prepositions

Ans (1) *But, since, (2) But, since, however, then (3) But, since, for, notwithstanding (See Q 200 and 201)*

CHAPTER XV.

SYNTAX

180 State and illustrate the exception to the rule regarding the agreement between nominatives connected by 'and' and their verbs

Ans FIRST —Generally speaking, the verb should be in the plural in case the nominatives are connected by 'and' But if they refer to one and the same individual (e g "when he died his son and namesake and successor *was* an infant") or are names synonymous or almost so (e g, "why *is* dust and ashes proud") or form a compound subject by the union of the names of the chief parts (e, g, the *wheel and axle is* out of repair *dal and rice is* his usual dinner, the *horse and carriage is* at the door), the verb is singular

SECONDLY When the same noun is coupled with two adjectives, so as to mean not one thing but two different things, the verb is plural

181 Comment grammatically on —

(a) A needle and thread *were* given to her

(b) A needle and a thread *were* given to her

(c) Hanging and beheading *is* the punishment of treason,

(d) Hanging and beheading *are* the punishment of treason

(e) To read and write *was* once a distinction

(f) The professor and pleader *holds* the opinion I hold in the matter

(g) The professor and the pleader *is* of my opinion

(h) Religious and grammatical learning *does* not go hand in hand

Ans (a) Incorrect *Were* should be *was*, as the needle and the thread form in this case a compound subject *was*, *the needle and thread* (b) Correct (c) Correct, if it is intended that the criminal is both hanged and beheaded (d) Correct, if it is intended that there are two alternative punishments (e) Correct, as the subject here is regarded as describing one thing (f) Correct, as there is only one individual here who is both professor and pleader (g) Incorrect *is* should be *are* The repetition of the definite article shows that two individuals are intended (h) Incorrect, *does not* should be *do not* as *two* different things are intended though there is only one noun See Q 180

182 State and illustrate the rule regarding the number of the verb, when two nominatives are connected by 'and', the one affirmative and the other negative

Ans In such a case, the verb agrees with the affirmative nominative 'Hem and not his friends *was* rewarded' "Not a loud voice, but strong *proofs bring* conviction"

183. State and illustrate the rule regarding the number of the verb when one of two nominatives separated by 'or' or 'nor' is in the plural

Ans The verb is in the plural "He or his servants *were* to blame." *N B*—It is proper in such cases to place the plural nominative immediately before the verb

184 State and illustrate the rule regarding the number of the verbs when two or more nominatives of different persons separated by 'or' or 'nor' are of different numbers

Ans In such a case, the verb generally agrees with the last 'He or I *am* in the wrong' See Q 191 (c)

185 State and illustrate the rule regarding the number of the verb when the nominative is a collective noun

Ans The verb is singular, if the action or the state denoted by the predicate applies to the persons or things denoted by the collective noun, taken collectively The *fleet was* under orders to sail 'the *senate is* of opinion that &c. "The *army was* disbanded.

But if the action or the state denoted by the predicate applies to each individual member of the collective body, *the verb is plural* The *army were* discontented "The *generality* of his hearers *were* in favour of his doctrines" The *jury were* kept without food "The *majority were* induced to consent." See Q 44

186. State and illustrate the most important rule regarding the position of the articles connected together by *and*

Ans "When two or more nouns following each other denote the same object, the article is placed only with the first, *e. g.* a (or the) Secretary and Treasurer, the two offices being held by the same person. On the other hand, when the nouns denote different objects the article is repeated before each — "*The Secretary and the Treasurer*" (Bain). Hence it would be incorrect to say—the old and new method for '*the old new methods*'

187 Show how the position of '*only*' in a sentence affects its meaning (1882)

- Ans* (a) *Only he* can speak English = *no one else* can
 (b) He *only* can speak English = he can & is able to speak English, but then he *does not speak* English
 (c) He can *only speak* English = he cannot write English
 (d) He can speak *only English* = he cannot speak any other language
 (e) He can speak English *only* = he possesses no higher qualification than being merely able to speak the English tongue
N B — '*Only*' when it comes last in a sentence has a *disparaging* signification
 (f) He is a fair scholar, *only* (= with only this restriction that) he cannot speak English fluently = his only defect is that he cannot speak English fluently. *Only* is here a conjunction. See Q 178

CHAPTER XVI.

SYNTAX*(continued)

ADDITIONAL RULES

188

1

(a) When an adjective with the definite article prefixed is the subject of a verb, the verb is put in the *plural* number. *The virtuous are* respected

(b) Such words as *mathematics, ethics, optics, comets, physics, pneumatics, politics* &c take a *singular* verb. *Mathematics is* very difficult to learn

(c) Sometimes an infinitive Mood, or part of a sentence is the nominative to a verb, and then the verb must be in the *third person singular*. *To steal is* bad

(d) When *comparison* is implied and not combination, the verb is *singular*. *Cæsar, as well as Cicero (= like Cicero) was* remarkable for eloquence

* The chapter treats of important rules taken from Hiley's Grammar (Part III, Syntax. Many useful rules to be found in Hiley's book, have however, already been treated of in the previous chapters, and accordingly find no place in this

(e) Such words as the following—*Mankind, people, public, aristocracy, gentry, peasantry, soldiery, generality*, and, *commonalty* are generally used in the *plural* "*Mankind are the human species to which we belong*"

(f) Sometimes a noun of multitude is connected with a plural adjunct, the sense of which adjunct may prefer a plural to singular construction '*Part of the men were wounded, and part were slain*'"

189

2

(a) A noun or pronoun which answers a question must be in the same case as the noun which asks it. "Who speaks?" "I" that is, I speak. "Whose books are these?" "*John's*?" *i e* they are John's

(b) When the thing possessed is known, it is usually omitted "I called at the book seller's" (=at his shop) "We have been to St. Paul's" (=to the St. Paul's Church)

190

3

(a) The phrases *of all others, of any other*, with a comparative or superlative is improper. Thus "A vicious course of life is the *saddest* slavery *of all others*" should be "is a *sadder* slavery than any other" or "is the *saddest* slavery of all"

(b) As a general rule, it must be observed, that when the subject is qualified, an adjective is employed, but when the manner of the verb is indicated, the adverb is used "*He appears neat*" (=to be neat) but "*he dresses neatly*" "*William has grown great* by his wisdom" (=become great) but "*he has grown greatly* in repute." "*He lives free from care*" but "*he lives freely* at another's expense" "*The rose smells sweet*" (=is sweet) "*The plums taste sour*" (=have a sour taste) How *black* the clouds looked (=how black the clouds were.)

(c) *Such* is applied to nouns to denote *species* or *nature*, "*such a scholar*" The adverb *so* signifies *degree*, and is applied to adjectives, verbs, or adverbs, as, *so great a scholar*", "*trees so large*"

191

4

(a) A noun of time may be used in the *plural* after "*it is*" "*It is now three months* since I saw him"

(b) The words *than* and *as* do not govern any case of a pronoun, but the pronoun is either the nominative case to some verb, on the objective governed by a verb or preposition "*Wiser than I*" (=I am) "*He respected him more than me* (*i e* more than *he* respected me) Were we to say "*he respected him more than I*" it would mean "*he respected him more than I respected him*" See Q 100 and 177 B

(c) In the *position* of the personal pronouns, the second is placed before the third and first (*thou and he* *thou and I*) and the first is placed the last (*he and I, you and I*)

(a) *thus* is generally used after the words *all*, *some*, *any*, the adjective *same*, after a *superlative*, the interrogative *who* and the ordinal adjectives. *All that follow me shall be rewarded*. He is the *fourth that* has fallen. *Who that* has common sense, will believe it? The *most honourable man that* you have mentioned

192

5

(a) A *whole clause* may be the object of a transitive verb. "You see *how few of these men are returned* (object to see)"

(b) The verb *to be* and *passive verbs of naming* have the same case after them as they have before them. *I am he* whom they invited. I understand *it* to be *them*. *Homer* has been styled the *prince of poets*. *Whom* do you fancy *him* to be? *Who* do men say that I am?

(c) In the passive voice, the verbs, *make*, *bid*, *dare*, *feel*, *hear*, *need*, *observe*, &c., (but not *let*) require the infinitive mood with the sign *to* generally prefixed. "He *was bid to go*" *I was made to run*" He *was let go*. See Q 141

(d) *Dare* when transitive has the infinitive with *to*. He dares (=challenges) me to work out the sum. Also the emphatic form of the intransitive *dare* is followed by *to*. He *did not dare to* (=venture) come. But the unemphatic form of *dare* intransitive is not allowed by *to*. I *dare not* say this to him. I *dare say* (unemphatic use of *dare*, the whole expression = probably)

(e) *Need* is transitive in—A man *needs* prudence. he *needed* help. When intransitive, it is formed like an auxiliary and is followed by a verb without the prefix *to*. He *need go* no further. The form *needs* is an adverb in the following.—He must *needs* go and seek his friend's help

193

6

(a) The auxiliary *do* may supply the place of a transitive verb. You wrote your exercise much better than you are accustomed *to* (=accustomed *to write it*). But the principal and transitive verb *do* must not supply the place of an intransitive or a passive verb. "He does not feel as well satisfied as he ought to *do*" should be "he does not feel so well satisfied as he ought to *feel*"

(b) In the Subjunctive mood, *when negation* is implied, the past tense is used to denote present time, and the past perfect to denote past time. See Q 136, 137, 137 A, and 137 B

Illustrations

i "If I *had* (principal verb, =possessed) the book, I would send it" implies that I have it not at the present time

ii "If I *had* (auxiliary) *had* (principal) the book, I would have sent it" refers to past time.

iii "If I *have* the book, I will send it," denotes *mere uncertainty*,—i.e. I may or may not have it,—which of the two I do not know.

(c) When the subsequent verb immediately follows the words, *as if, as though*, the past tense (of that verb) is used to denote present time, and the past perfect to denote past time

Illustrations

(i) He fights *as if* he *contented* for life —Here *fights* and *contented* express two actions that imply *present* time, and yet the former is in the present tense, and the latter in the past tense See Q 137, 137 A, and 209 G

(ii) He fought *as if* he *had* contended or *had been* contending for his life —Here the two actions implied by the words *fought* and *had contended* are contemporaneous, both implying *past* time, but the latter verb on account of its following the words *as if*, is put in the past perfect tense See Q 137, 137 A, and 209 G

(d) The infinitive present is used when the action is not yet performed—"It would afford me pleasure *to do* it" The meaning is—"it would *now* afford me pleasure to do it at some future period" But "it would afford me pleasure *to have done* it"—signifies "it would *now* afford me pleasure to have done it some time ago" See Q 146

194

7

(a) That *active* participle must never be used for the *passive* participle "Money was *wanting* to defray the expenses" should be "*was wanted &c*"

(b) *Double negatives* are improper when negation is intended as, "He has *not* done nothing" should be, "He has *not* done *any* thing" *Two negatives* are, in general, equivalent to an affirmative, as, "*Nor* did they *not* perceive him," means, "they did perceive him" They are not, however, equivalent to an affirmative in every instance "His manners were *not* *inelegant*" (=moderately elegant), *not* *inconsiderable* = pretty considerable

195

8

(a) *To* is used after a verb of *motion* He went *to* Bristol

(b) *In* is used after a verb of *rest*, before the names of countries, cities, streets as "He *lives in* France," *in* London," *in* Sudder street" "I *am in* my room"

(c) *At* is used after the verbs *to touch, arrive, land*, as, "We touched, arrived, landed, *at* Portsmouth"

(d) *At* is also used before the names of villages, single houses, and foreign cities or towns "He resides *at* Olney, *at* Harewood house *at* No 6, Chowringhi, *at* Leeds *at* Paris"

(e) *On* is used before the place we *land on* He arrived *on* shore

(f) *Between* is applied to two things, as, "*Between* the two —among and *amidst* to more than two *Among* the three"

(a) Conjunctions connect, *in the same mood and tense*, two or more verbs which are similarly situated with respect to *time* and *circumstance* "He *spoke* and it *was done*"

(b) *Than*, and *as* do not govern any case. "Wiser *than I* (=than I am) "As good *as she*" (=as she is) See Q 177 B

CHAPTER XVII.

DIRECT AND INDIRECT SPEECH

197 Distinguish between the direct and the indirect forms of Reported Speech. Illustrate.

Ans The *direct form* gives the speech of a speaker *in the exact words used by him*, distinguishing them from our own by inverted commas or quotation marks

Ex —John said, "*I am going home*" Here, the words within the inverted commas are the exact words used by John

N B —The exact words used by the speaker *viz* the words within the inverted commas constitute his '*reported speech*' The verb introducing the reported speech (e g the word *said* in the preceding example) is called the *reporting verb*

The *indirect form* gives the speech of the speaker without employing the exact words used by him, but making such necessary changes (especially in the tense of the verbs and the persons of pronouns) as would preserve the meaning

Ex —John said *that he was* going home Notice here that we have substituted the word *that* for the inverted commas, the pronoun *I* and the verb *am* have been changed respectively into *he* and *was*.

198 Give the general rule for changing direct speech into indirect Illustrate

Ans

Rule First

Omit the quotation marks and insert a conjunction (principally *that*, also *when*, *where*, *if*, *whether*, &c.), if necessary

Ex —Monmotho says—"I am going there" (*Direct*) = Monmotho says *that* he is going there (*Indirect*)

Rule Second.

If the *reporting verb* (See Q 197) is in the past tense all the verbs in the *reported speech* (See Q 197) if in the present tense must be changed into the past, or, if they are already in the past or the perfect tense, they should be changed into the past perfect

Illustrations

(a) Kiran said—“I am going there” (*Direct*) = Kiran said that he *was* going &c (*Indirect*)

(b) Ram said, “I saw him” (*Dir*) = Ram said, that he *had* seen him (*Ind*)

(c) Ram said, “I have seen him” (*Dir*) = Ram said that he *had* seen him (*Ind*)

Rule Third

If the *reporting verb* (See Q 197) is in the present or the future tense the tense of the verb in the *reported speech* (See Q 197) remains unchanged

Illustrations

Atul says (or, will say), “I *am* (or, *was* or *have been*) going there” (*Direct*)

Atul says (or, will say) that he *is* (or *was*, or *has been*) going there (*Indir*)

Rule Fourth

When the *reported speech* (See Q 197) expresses a *universal truth*, or something that holds good in the past, as well as at the time when the speech is being indirectly reported, no change of tense should be made

Illustrations

(a) He said—“Two and two *is* four” (*Dir*)

He said that two and two *is* four (*Indir*)

(b) He said, “There are three cases in English now” (*Dir*)

He said, that there *are* three cases in English now (*Indir*)

Rule Fifth.

“The persons of the pronouns in the *reported speech* (see Q 197) should be so changed in the indirect form that they may refer to the same individuals as they refer to in the direct.

No change of person is necessary when the speech in ‘the indirect form’ is to be addressed to the person to whom it was originally addressed in the direct

Illustrations

(a) Hari said, “I am ill” = Hari said that *he* was ill

(b) You said, “I am ill” = You said *you* were ill

(c) He said, “We (= all men) must all die”
He said that *we* must all die

- (d) The Indian Nation says, "*We* (=editorial *we*) learn by telegram &c"
The Indian Nation says that *it* learns &c
- (e) The Queen says, "It is *Our* Royal pleasure &c"
The Queen says that it is *her* Royal &c
- (f) He said to me, "*You* may go"
He told me that *I* might go"
- (g) He said to you, "*You* may go"
He told you that *you* might go
- (h) Speaking of you, he said, "*He* is ill"
He said that *you* were ill

Rule Sixth

Speaking generally, we should change —

Now	into	<i>Then</i>	Thus	into	<i>So</i>
This	,	<i>That</i>	To day	"	<i>That day</i>
These	"	<i>Those</i>	This day	"	<i>That day</i>
Come	"	<i>Go</i>	To night	"	<i>That night</i>
Hither	,	<i>Thither</i>	Yesterday	"	<i>The previous day</i>
To-morrow	,	<i>Next-day</i>	Last night	"	<i>The previous night</i>
Here	"	<i>There</i>			

Illustrations

- (1) Hari says, "I have seen *this* man"
Hari says he has seen *that* man
- (2) He said to me, "Give me the book *now*."
He told me to give the book *then*
- (3) He said to me, "Come here"
He told me to *go there*

Rule Seventh

If the words given in the preceding list refer to object present at the time of the "indirect narration," or to the place in which the narrator is at the time of the narration, they are not changed at all

Illustrations

(1) Suppose a man says on a given day — "The king will come *to night*" If this be narrated *on the same day*, the indirect form would be—He said that the king would come to night' But if it is *not narrated on the same day, but on the day after*, the indirect form would be—'He said that the king would come *last night*'

(2) Hari says, "I paid a large sum of money for *these* pictures"
Hari says that he paid a large sum of money for *these* pictures (if the pictures are beside the narrator), or, for *those* pictures (if they are not near the narrator at the time of narration.)

Rule Eighth

Leave out all interjections, vocatives, or other words that can not be used except in addressing a person directly

Illustrations

- (1) I said to him, "*Friend*, help me out of my difficulty" (*Dir*)
I asked him to help me out of my difficulty (*Indir*)
- (2) He exclaimed, "*Alas* ! I am ruined" (*Dir*)
He exclaimed that he was ruined (*Indir*)
- (3) I said to Hem "*Please*, write to me" (*Dir*)
I asked Hem to write to me (*Indir*)

Rule Ninth

Shall and *will* are sometimes changed into *will* and *shall*, or *would* and *should* respectively according to the rules for the use of *shall* and *will* (See Q 161)

Illustrations

You said to me, "*You will* be appointed Professor, Century College" (*Dir*)

You told me that *I should* be appointed &c. (*Indir*)

Rule Tenth

Reported interrogations

When the reported speech (See Q 197) is an *interrogative sentence*, change the reporting verb into *ask*, or *inquire* or *demand* (according to the sense in each case), and insert the word *whether* only when the question is one requiring the answer *yes* or *no*

Illustrations

- (1) He said to me, "Are you going home?"
He *asked* me *whether* I was going home
- (2) He said to me "Where do you live?"
He *inquired* of me where I lived
- (3) He said to Hari, "What do you mean by such mean conduct?"
He *demand*ed of Hari, what he meant by such mean conduct.

Rule Eleventh

Reported commands or requests.

Where reported speech is an *Imperative sentence* —

- (a) If it expresses an order or a direction, change the reporting verb (see Q 197) into *tell*, *order*, or *command*

is it may seem proper, and the imperative mood into the infinitive

- (b) If it expresses a request, change the reporting verb into *ask*, *request*, *entreat*, or *beseech*, and the imperative into the infinitive
- (c) If it express a wish, or a prayer, change the reporting verb into *wish*, *pray* or *hope*, and the imperative sentence into an assertive

Illustrations

- (a) He said to me, "Go away" He ordered me to go away
- (b) The teacher said to the scholar, "Stand up on the bench"
The teacher *commanded* the scholar to stand up on the bench
- (c) I said to him, "Kindly" lend me your book "
I *entreated* him to lend me his book
- (d) He said to me, "May you be happy!"
He *wished* (or *prayed*) that I might be happy

Rule Twelfth.

Reported exclamations

Where the reported speech (*See Q 197*) is an exclamation, change the reporting verb into *exclaim*, or *cry out*, and the exclamation into an assertion *See also Rule Eighth*

Illustrations

- (1) He said "Alas, I am ruined"
He *exclaimed* that he was ruined
- (2) He said—"O that I could see him"
He *exclaimed* that he wished he could see him
- (3) He said, "Good heavens!" What a disaster!"
He *cried out* what a disaster it was

199 Turn into indirect narration —

"Prisoner at the bar, during the whole course of my experience as a magistrate, I have never met with a worse case than yours, and I shall inflict on you the heaviest penalty that the law empowers me to inflict. May the example of severity that I shall to-day show, be a warning to others who might otherwise be imitators of your crime. You are sentenced to transportation for life. Jailor remove the prisoner" (1876)

Ans The judge *addressing* the prisoner at the bar (on a particular day) *said* that during the whole course of *his* experience as a magistrate, *he had* never met with a worse case than *his* (=the

prisoner's) and *he would* inflict on *him* (= *the prisoner*) the heaviest penalty that the law *empowered him* to inflict. *He hoped* that the example of severity that *he would that day* show *might* be warning to other who might otherwise be imitators of *his* (= *the prisoner's*) crime. *The judge sentenced the prisoner* to transportation for life, and *ordered the jailor* to remove the prisoner.

199 A Turn the following into direct, or indirect narration, as the case may be

(a) I said to her, "All your faults will be pardoned, if you confess them"

(b) "Soldiers," cried the captain, "follow me and I will lead you to victory"

(c) I said to him, "Thank you, I shall not need any more help"

(d) They asked me when I should be able to marry her

(e) Speaking of me he said, "He is a steady man and should be promoted to the next higher grade."

(f) "I have kept my promise, you should keep yours"

(g) He said that he might be allowed to come in

(h) My brother said, "Let us have a little music."

(i) "O had I the wings of a dove, how soon would I taste you again"

(j) "Good morning gentlemen"

(k) He told the man to go away and not to trouble him any more

199 B Turn into indirect narration —

"Have you finished your lesson, George," said Prentice to his son. "No father" replied George, hanging down his head. "Why not, my son?" "Because it is difficult, father. I am sure, I shall never learn it. Besides I could not remember it after I had learnt it, my memory is so bad." "If I were to promise you a holiday on the 3rd of next month, do you think you would forget the date?" "No, I am pretty sure that I shall not" — *Sheppard's Manual*

199 C Turn into indirect narration —

"Why could not you, any of you, stay one minute to help me?" said Loviet. "We did not hear you call," answered one. "I was so frightened", and another, "I would not have turned back for the whole world." "And you, Tarlton?" "I", said Tarlton "Had I not enough to do to take care of myself, you blockhead?" "Every one for himself in this world." "So I see", said Loviet gravely. "Well, man! is there anything strange in that?" said Tarlton. "Strange! Why, yes, I thought you all loved me?"

199 D Turn into indirect narration —

The apostle said to the hunter—"Why do you not keep your bow always bent?" "Because it would soon lose all its strength if it were always strung," was the reply. "Well", rejoined the apostle, "it would be the same with my mind, if I gave it no relaxation, it would in like manner soon lose its force."

199 E. Turn into direct narration —

(a) The boy wrote to his master that his parents had arrived from his village and as he had to go and make arrangements for their accommodation, he requested him to grant him leave for that afternoon.—*Sheppard* (b) 'The young officer said that he was as old as the Prime Minister of England and thought himself as capable of commanding a ship as that Minister was of governing a state—*Sheppard* (c) The Magistrate asked the complainants if they did not come from a distance, and what they were doing so far from home, and declared that it would have been surely better for them to have laid that complaint of theirs at the Thana instead of coming to him, when they saw he was so busy

CHAPTER XVIII.

CASES PRESENTING DIFFICULTY IN 'PARSING' EXPLAINED

Note.—The student is specially requested to spare no pains in mastering this chapter. He is also referred back to the following, which deal with the subject of *parsing* —Q 41 to Q 45, 47, 50, 51 Q 60 to Q 66 78, the whole of Chapters VIII and XV, 90, 94, 99, 100, 103, 104, Q 107, to 109, 111, 113, 114 Q 118 to 123, Q 125 to 131 Q 133 to 136 Q 138 to 141, Q 143 to 146 Q 148 to 154, 156, 157, 158, 164, Q 166 to Q 169 Q 177 to 179.

199 F. Parse the words in italics

- (a) *Solitude* is not to be endured
- (b) The *solitude* of the place is awe inspiring
- (c) The *strength* of an elephant is great
- (d) He possesses great *strength* of character
- (e) *Greatness* is to be honored
- (f) His *greatness* will soon become known
- (g) *Virtue* *vice* obeys
- (h) Doing good to others is a *virtue*
- (i) *Happiness* is transient.
- (j) The *happiness* of a mother when she meets her son, who can fathom?
- (k) *Love* conquers all
- (l) I feel a great *love* for you
- (m) I saw the blue *waters* of the sea
- (n) *Clouds* are gathering overhead
- (o) He is the *delight* of his father

Ans. Abstract nouns become common when they are no longer abstract and general but concrete and particular (a) Abstract

noun (b) abstract n made common because *solitude* is here particularised, (c) abstract n made common, (d) abstract n made common (e) abstract, (f) abstract n made common, (g) abstract, (h) abstract n made common, (i) abstract, (j) abstract made common, (k) abstract, (l) abstract made common (m) a material noun used as a common noun, see Q 46, (n) a material noun made common, (o) *delight* here = object of delight; abstract noun made common see Q 41-51

199 G Parse the words in italics

- (a) "The *influence* of the *clergy* in Ireland is great"
- (b) Man is a creature of *circumstance*
- (c) Bring *fuel* and make a good *fire*
- (d) Great men work for the *good* of *mankind*
- (e) I like *poetry* better than *prose*
- (f) The patient takes *food* five times a day
- (g) "Different doctors recommend different *foods* for their patients"
- (h) "Birds feed their *young*"
- (i) "Have *pity* on me in my sad *circumstances*"
- (j) The different *peoples* of India speak different languages
- (k) "I do not mind what *people* say"
- (l) "*Mathematics* is a science, *music* is an art"
- (m) *Habit* is second nature.
- (n) The *habit* of early rising is conducive to health

Ans (a) *Influence*—abstract made common, because particularised, *clergy*—collective noun (b) abstract (c) *Fuel*—Material noun, a *fire*—material noun made common (d) *Good*—Abstract noun made common *mankind*—collective noun (e) Abstract nouns

N. B.—Abstract nouns include the names of (1) Qualities—*honesty, strength* (2) Actions or feelings—*walking or pleasure* (3) States—*slavery, childhood* (4) Arts or sciences—*poetry, astronomy*—Rowe (f) Material noun (g) Material noun made common (h) Collective noun (i) *Pity*—abstract noun *circumstances*—abstract noun made common (j) Common noun (k) Collective noun (l) Abstract nouns (m) Abstract noun (n) Abstract noun made common see Q. 41-51

199 H Parse the words or phrases or clauses in italics

- (a) *To work* is good for the health
- (b) *That he is a good man* is known to all
- (c) I like to *work*
- (d) *The vicious* are unhappy.
- (e) *Hunting* is exciting
- (f) It is not right *that you should do this*
- (g) *Much* of this is already known.
- (h) There is nothing left for us but *to submit*
- (i) I know *how to parse the word*

(j) He did nothing but *laugh*

(k) He declined to *leave his native village*.

Ans (a) Infinitive phrase used as a noun subject predicate—*is good* (b) A clause used as a noun, subject—*is known*. (c) Infinitive phrase used as a noun; object, governing verb—*like* (d) Collective noun phrase, having a plural signification of *the rich, the poor, the virtuous, the wealthy* see Q 346 (7) (e) *Hunting*—verbal noun (—to hunt) *exciting*—adjective. (f) A noun clause, case in apposition with *it* (g) *Much* (here)—a large quantity—noun (h) Infinitive phrase used as a noun object, governing preposition—*but* (i) A clause used as a noun and governed as an object by the transitive verb *know* (j) *Laugh*—to laugh—laughing, infinitive phrase governed as an object by the preposition, *but* (k) Infinitive phrase used as a noun, and governed as an object by the transitive verb *declined*

199 I Parse the expressions in italics —

(a) Yet some maintain *that to this day she is a living child*

(b) I'll warrant *we will never see him sell his hen on a rainy day*

(c) Ask him *whether he is ready*

(d) *These*, I found, *were all of them* politicians

(e) *Every one*, I think *will acknowledge this*

(f) *Elizabeth*, it is true, *often spoke to her Parliament*

(g) He earns *whatever he can*

(h) *When he will arrive* is uncertain

(i) We do not know *why he refused to return*

(j) *How he got home* is a profound mystery

(k) *Try not the pass*, the old man said

(l) I prayed *that I might be restored to that state of innocence which etc* —Lamb

(m) *Where he is*, I do not know

(n) *Where he is* has not yet been definitely ascertained

(o) *What he spoke on that occasion* was unworthy of a man of his age

(p) "It is not known precisely *when Buddha was born*"

(q) "Our safety depends on *who will be sent to help us*"

(r) "The rule was rigorously enforced against *whoever broke it*."

(s) "He never complained of *what was ordered by so just and kind a master*"

(t) You will be able to understand this from *what I have told you already*

(u) From (1) *what you have read in this book*, you have learnt,

(2) *in what state the Saxons were living* at that time

(v) (1) "*Whether resistance to rulers is proper or improper*, or (2) *what the limits of such resistance should be* depends upon (3) *whether the said rulers have exercised their authority lawfully or not*"

(w) (1) "*Whether the plan suggested will succeed or fail*

depends upon (2) *how it is likely to be received by those who are most interested in its progress*"

(1) 'Cromwell was shrewd enough to perceive (1) *whether the strength of the King's party lay* and (a) *at what point it could be best easily attacked*, and (3) *how it could be best resisted*."

(y) "Even his enemies granted that *what they complained of in his conduct was just and reasonable*"

(z) (1) "*What he did in his own life and conduct* was more admirable than (2) *what he wrote in his books*"

Ans (a) The expression in italics is to be parsed as a *noun*, object of the transitive verb *maintain*. (b) *Noun* expression, object of the transitive verb *warrant* (c) *Noun* expression, object of the transitive verb *ask* (d) The expression, "These were all of them politicians"—*noun* exp, object of *found* (e) "Every one will acknowledge this—*Noun* expression, object of the transitive verb *think* (f) It is true (*that*) *Elizabeth often spoke* &c (*noun* expression case in apposition with it) (g) *Noun* expression, object of *earns* (h) *Noun* expression, subject agreeing with the predicate *is uncertain* (i) *Noun* exp obj of *do (to) know* (j) *Noun* exp subject predicate *is a mystery*, (k) *Noun* object of *said* (l) *Noun* exp object of *prayed*, (m) *Noun* exp object *do (to) know* (n) *Noun* exp subject, predicate—*has not been ascertained* (o) *Noun* exp subject predicate—*was unworthy* (p) *Noun* exp in apposition with *it* (q) *Noun* exp governed as an object case by the preposition *on* (r) *Noun* exp governed as an object by the preposition *against* (s) *Noun* exp governed as an object by the preposition *of* (t) *Noun* exp governed as an object by the preposition *from* (u) (1) *Noun* exp governed as an object by the preposition *from* (2) *Noun* exp object of *have learnt* (v) (1) *Noun* exp subject agreeing with the verb *depends*, (2) *Noun* exp subject agreeing with the verb *depends* (3) *Noun* exp governed as an object by the preposition *upon* (w) (1) *Noun* exp subject agreeing with the verb *depends* (2) *noun* exp governed as an object by the preposition *upon* (1) (1) *Noun* exp object of the transitive verb *perceive* (2) *Noun* exp object of *to perceive* (3) *Noun* exp object of *to perceive* (y) *That, reasonable*—*Noun* exp object of *granted*, *what they conduct*—*Noun* exp subject agreeing with predicate *was just* &c (z)—(1) *Noun* exp subject agreeing with the predicate *was admirable* (2) *what he wrote in his books* (*was admirable*) *noun* exp subject agreeing with the predicate *was admirable* NB *Than* is to be parsed as a conjunction (or conjunctive adverb) introducing the clause *what he wrote* . *admirable* See Q. 177B

199 J. What do you understand by adjective expressions? Parse the expressions in italics —

(a) A youth *who refuses to yield obedience to his parents*

(b) The opinion *that you have formed of me*

- (c) The evil *that mends*
 (d) The result was *that the patient died*
 (e) The reason for this state of things was *his illness*
 • (f) "They were not all agreed as to *what should be done in the matter*
 (g) It is our duty *to obey our parents*
 (h) The country *in which you live*
 (i) The time *when he will return*
 (j) The head *that wears a crown*,
 (k) The reason *why he did it*
 • (l) Paper *to write on*
 (m) Their importunity was *not to be resisted*.
 • (n) Men *with curves*
 • (o) A man *of letters*.
 (p) The house *by the wood*
 (q) Every one likes *to hear good news*
 • (r) A man *of the world*
 (s) A desire *to rise*
 (t) A chair *to sit on*
 (u) Water *to drink*
 (v) A man *carrying a burden*
 • (w) A cow *quietly grazing*
 (x) The minister *having obtained information of the conspiracy*
 &c.
 (y) Persons *concerned in the conspiracy*
 (z) Your mistake is *to be deplored*

Ans.—An *adjective expression* is an expression or a number of words (whether containing a finite verb or not) which serves the purpose of an adjective that is to say, which is joined to a noun in the manner of an adjective. Thus—in "*accidents that end in death*" "*the book before me*", "*troops hurried to fight*" the expressions in italics are adjective expressions qualifying the nouns *accidents*, *book* and *troops*. See Q 104

(a) Adjective expression qualifying *youth* (b) (That) *you have formed of me*—adjective exp qualifying *opinion* (c) Adjective exp qualifying *evil* (d) A noun expression, in apposition with *result* also complement of the incomplete verb *was* A B—The verb *to be* has the same case after it as before it (e) Noun expression, (complement of *was*) in apposition with *reason* (f) Noun expression, governed as an object by the prepositional phrase *as to* (g) Noun expression, in apposition with the nominal subject *it* (h) Adjective expression qualifying *country* (i) Adjective expression, qualifying *time* (j) Adjective expression qualifying *head* (k) Adjective expression qualifying *reason* (l) Adjective expression qualifying *paper*, (m) *Not to be resisted* (=irresistible)—adjective expression (complement) qualifying the noun *importunity* (n) Adjective expression qualifying *men* (o) Adjective expression qualifying *man* (—*of letters* = literary) (p) Adjective

expression qualifying *house* (q) *Noun exp* object of the transitive verb *likes* (r) *Of the world*—worldly—*adj exp* qualifying the noun *man* (s) *Adj exp* qualifying the noun *desire* (here *to rise*—for rising—gerundial infinitive, used adjectivally). (t) *Adj exp* qualifying *chair* (gerundial inf) (u) Gerundial infinitive,—*adj exp* qualifying *water* (v) *Adj exp* qualifying *man* (—participle) (w) Participle—*adj exp* qualifying *cow* (x) Participial expression—adjective *exp* qualifying *minister* (y) Passive participle—adjective expression qualifying *persons* (z) *To be deplored*—deplorable—*adjective exp* qualifying *mistake*, (complement of *is*,—gerundial infinitive) See Q 222 and Q 236, Q 237

199 K What do you understand by adverb expressions or adverbial expressions? Parse the expressions in italics —

- (a) Proof of *his intelligence*
- (b) The usefulness of *the railway*
- (c) It matters nothing to me *what is the result*
- (d) "The fact of *the man's being here* is in his favour"
- (e) Nothing *in our power*
- (f) The rule *that we must not hate one another* is but rarely observed
- (g) He acted *as he was told*
- (h) The upright man speaks *as he thinks*
- (i) He was disappointed *because he lost the prize*.
- (j) He fought hard *that he might win the prize*
- (k) *If he persevere*, he will succeed
- (l) I will trust in him *though he slay me*
- (m) *Unless he persevere*, he will not succeed
- (n) Take heed *lest you fall*
- (o) Strive *that you may enter in*
- (p) *Wherever they marched* their route was marked with blood
- (q) "Where *Blake and mighty Nelson fell*, your manly heart shall glow"
- (r) "As soon as *the sun arose*, all their boats were manned and armed"
- (s) "I wonder *why London cannot keep its own fools at home*"
- (t) I wonder *what reply he has to this question*
- (u) I warned him *that there were dangers ahead*
- (v) (1) "Although we seldom followed advice, we were all read enough (2) to ask it"
- (w) "Might I give counsel to any young hearer, I would say to him, try to frequent the company of your betters"
- (x) The meteor flag of England shall yet terrific burn
 - (1) *Till danger's troubled night depart*
 - (2) *And the star of peace return*—Campbell
- (y) Hampden the patriot, was related (1) to *Cromwell* (2) to *the female side*.

(2) *His brother having died* he got into trouble

Ans. An adverb expression is an expression (whether containing a finite verb or not) that is used in a sentence in the manner of an adverb, modifying a verb, in adjective or another adverb and expressing any of the ideas of time, place, degree or comparison, cause or effect or purpose, manner condition or reference or any other attendant circumstance *Ex.*—(1) "*Though I c* *slay me* (adverbial expression of *condition* modifying *will trust*) yet will I trust in him" (2) "*The event happened as it was fore* *told* (Adverbial expression of manner, modifying *happened*) See Q 229, 166 A and 177

(a) *Adjective exp* qualifying *proof* (b) *Adj exp* qualifying *usefulness* (c) *Noun exp*—in apposition with *it* (d) *Adj exp* qualifying *fact* *N B*—The fact of the man's being here—the fact, *namely*, "the man's being here"—the fact *namely* that the man is here. (e) *Adj. exp* qualifying *nothing* (f) *Noun expression*, in apposition with *rule* *N B*—The rule that we must not hate one another—the rule, *namely*, that we must not &c (g) *Adv exp* of manner modifying *acted* (h) *Adv exp* of manner modifying *speaks* (i) *Adv exp* of cause modifying *was disappointed* (j) That he might &c = In order that he &c—*Adv exp* of purpose modifying *sought* (k) *Adv exp* of condition mod *persevere* (l) *Adv. exp* of condition mod *will (to) trust* (m) *Adv exp* of condition mod. *will (to) succeed* (n) *Adv exp* of end or purpose modifying *take* (o) *That you may enter in* = in order that you may &c *Adv. exp* of end or purpose modifying *strive* (p) *Adv exp* of place modifying *was marked* (q) *Adv exp* of place modifying *shall (to) glow* (r) *Adv expression* of time modifying *were manned and were armed* (s) *Adv expression* of reason modifying *wonder* (verb) (t) *Adv exp* of reason or of reference modifying the verb *wonder* (u) *Adv expression* of reference modifying *warned* *N B*—The verb *to warn* does not take two objects See Q 239 and Q 229 (9) and *Barn* p 287 Cf. I felt certain *that I was right* (—certain in regard to what?—Certain that I was right, and therefore, *that I was right* is an *adv exp* of reference modifying the adjective *certain*. (v) (1) *Adv exp* of condition modifying the predicate *were ready* (2) to ask it = *adv. exp.* of reference, modifying *ready*. (w) Might I give = If I might give &c.—*adv exp.* of condition mod the predicate *would (to) say* (x) (1) *Adv exp* of time, modifying the predicate *shall (to) burn* (2) *the star of peace return*—and the meteor flag of England shall yet terrific burn *till the star of peace return* (*Adv exp* of time modifying the predicate *shall (to) burn*) (y) (1) *Adv exp.* of reference mod *was related*, (2) *adv exp* of manner modifying *was related* (z) An absolute expression Absolute expressions are always adverbial expressions of reason, reference or other attendant circumstances See Q 224 (7)

200 Construct sentences to illustrate various uses of 'after,' 'before,' and 'since'

Ans (a) The *after* part of the ship was not visible (—*adjective*)
 “He came trembling *after* (*adv*) I came *after* the appointed time
 (—*prep*) I came *after* the appointed time was over (—*conjunction*
 or *conj adverb*)

(b) He had dined *before* me (—*prep*) He had dined *before* I
 dined (*conj* or *conj adv*) We dined at noon, but he had dined
before (*adv*)

(c) *Since* I was ill, I could not attend college (—*conj*) I have
 not been doing well *since* I saw you last (=from the time of my
 seeing you last till now, —*conj* or *relative adverb*)

N B—Adverbs are simple, when they merely modify the
 words with which they are used *For*—come *hither*, *too* long
how many, *more* easily But they are *relative* or *conjunctive* when
 in addition to doing this, they connect, like conjunctions, the clause
 which they introduce with the rest of the sentence—*Rowe* Accord-
 ing to Bain, they may be parsed as conjunctions See *Bain*, p 113

Examples—Pronounce the word *as* I do he arrived *as* we
 were starting, you are not so clever *as* your brother (is clever)
 I will come *when* I am at leisure, they remained *until* night set
 in, the *truth* will come out *before* we are done *after* the vote was
 taken, the assembly broke up [*For other examples see Q. 177 B*
and Q. 202] I have been ill *since* Monday last (=from Monday up
 to now *prep* governing *Monday* in the objective case) I saw
 him many years *since* (=ago *adverb* modifying *saw*) I met him
 long *since* (=long ago, *adv*); *since* yesterday (*prep*), *since* Wed-
 nesday evening (*prep*) *since* January (*prep*) *since* the 16th August
 (*prep*) *since* the time when the comet appeared (*prep*) govern-
 ing *time* in the objective case he has not been heard of *since* the
 comet appeared (*conj* or *conj adv*) it is six years *since* he was
 married (*conjunction* or *conj adverb*) See *Q. 379*

201 Explain and illustrate the various uses of ‘but.’

Ans (1) He saw me, *but* could not hear me (*co ordinating conj*)

(2) “All *but* him had fled” (=except, *preposition*)

(3) There is *but* one step between lying and stealing (=only
adverb)

(4) “It never runs *but* it pours” (=except or unless, or if not
 it pours = without pouring —*subordinating conj* here)
 See *Rowe* Abbot p 266

(5) *But* for you I would have lost my money (=except for you
 =if it had not been for you here, *subordinating conj*)

(6) I am all *but* ruined = I am everything except being ruined
 =except that I am very nearly ruined (—*subordinating conj*)

(7) There is nobody in my class *but* can answer this question
 (=that not can = that cannot —*relative pronoun*)

(8) There is no one *but* likes him (=that not likes = that does
 not like him, —*relative pronoun*).

202 Explain and illustrate the various uses of 'as'

Ans (1) Let us help him *as* he is poor (—*conj*)

(2) Such skill *as* he displayed is rare (= which, —*relative*).

(3) I met him *as* I was walking along the road (= when ; —*conj, adv*) See Q 177 B and Q 200

(4) He is *as* (—*adverb* of degree modifying "honest") honest *as* (—*conj adv* or *conjunction* joining the sentence 'he is intelligent') he is intelligent —*N B* For purposes of analysis, however *as he is intelligent* is to be considered as an *adverbial* adjunct to the first *as*, see Q 240 and Q 177 B and Q 200

(5) As (—*adverb* of degree mod *far*) far *as* (*conj* or *conj adv*) I understand him, he is not a bad man For purposes of analysis, '*as I understand him*' taken as a whole has an *adverbial* force. (See Q 240, Q 177 B and Q 200)

(6) *As* two is to one, so four is to two = Four is related to two so (= in that degree) *as* (= in which degree) two is related to one *As* is to be parsed as a conjunction or *conj adv*, while *so* is an *adverb* modifying the verb *is*. If, however, the sentence has to be analysed, *so* is an *adverbial* adjunct to the predicate '*is to two*,' while '*as two is to one*' is an *adverbial* clause, adjunct to *so*. See Q 240, Q 177 B and Q 200

(7) Young *as* (= though *conj*) he was, I found it was no easy matter to deceive him

(8) (a) I loved him *as* if he had been my own brother = I loved him *as* I would have loved him, if he had been my own brother (= in the manner in which, —*conjunctive adv* *conjunction* coming before the sentence "I would have loved him") For purposes of analysis, however, '*as I would have loved him*' = *adverbial* clause adjunct to the predicate *loved*. See Q 240, 200 and 177 B

(b) I love him *as* if he were my brother (= I love him *as* I would love him if he were my brother (—*conj adv* or *conjunction* as explained above) See Q 240 200 and 177 B

(9) He is to be seen there *as* usual (= *as* is usual = *which* is usual —*relative*)

(10) You must see me every day, *as* I have told you already (= which = that you must see me &c. —*relative*)

(11) This will serve you *as* bread = This will serve you as bread will serve you (—*conj adv* or *conjunction*) Note —For the purpose of analysis, however '*as bread will serve you*' is to be taken as a whole and analysed as an *adverbial* clause, adjunct to the predicate '*will serve*'. See Q 240, 200 and 177 B

(12) The arguments are *as* follow (= which —*relative*)

(13) He spoke *as* follows = He spoke in the manner *as* (= that —*relative pronoun*) follows

(14) He did not do well *as* a pleader = He did not do well *as* a pleader could do well (*conj adv* or *conjunction*) For the purposes of analysis, *as* introduces the *adverbial* clause, '*as a pleader could do well*'. See Q 240, 200 and 177 B

203 State and exemplify the various uses of 'so'

Ans (1) There was nothing to be seen, and *so* we went our way (=therefore, —*conj*)

(2) If you are angry with me, say *so* (=it, *pronoun*)

(3) He spoke *so* loud as to be heard (=adverb of degree modifying *loud*)

(4) It is *so* (=very, *adverb* modifying *little*) little we can do for one another but still we should extend our sympathy towards all.

(5) I am *so* glad to see you (=very, —adverb modifying *glad*).
Cf The view is *so* fine (=very)

(6) As two is to one, *so* four is to two. See Q. 202 (6)

204 Point out and exemplify the different uses of 'that.'

Ans (1) I lent him *that* book (—demonstrative *adjective*)

(2) I take this place, you take *that* (—demonstrative *pronoun*)

(3) I mistook his room for *that* of the stranger (—demonstrative *pronoun* = the room of the stranger)

(4) He said *that* he would not go (—*conj*)

(5) Now *that* I am engaged I cannot go to see him (=because, —*conj*)

(6) He worked hard *that* he might pass (=in order that—*conj*)

(7) I warned him *that* there was a plot against his life (—*conj* preceding the sentence *there was a plot etc*) As to how to analyse the sentence see Q. 239

(8) This is the book *that* I lost (relative *pronoun*)

205 Construct sentences to illustrate the various modes of using —'yet,' 'only,' and 'however'

Ans (1) Though he may not trust me, *yet* (co-ordinating *conjunction*) will I love him He has not *yet* (=even now, *adverb* of time) been able to finish his work He is *yet* a boy (=adverb)

(2) He is my *only* son (=adjective) Do as you please, or I do it well (=co-ordinating *conjunction*, =provided that, see Q. 171, 187) You have *only* (=adverb) to read carefully this book to stand high in the examination

(3) You have done us a great wrong, *however* (—co-ordinating *conjunction* = nevertheless, see Q. 177, 178) we will not mind much *However* (=adverb of degree, modifying *strongly*) strongly I may be opposed by others in the matter, I am resolved upon doing my best.

206 Construct sentences to illustrate the various modes of using 'all,' 'what,' and 'one'

Ans (1) *All* of them are of this opinion (—*pronoun*) He rushed into my chamber *all* out of breath (—adverb =entirely) He is *all* but dead (=everything *noun* in apposition with *he* subjective complement of *he*) He is *all* attention when he prepares his school lessons (=adverb modifying *attention*) *Sham*

being lost, *all* is lost (=everything, noun). They robbed him of his *all* (=everything, noun) We shall *all* die (indef. numeral adj) Money is the root of *all* evil (adj of quantity in mass or bulk) See Q 90

(2) *What* —See Q 113, 114 115

(3) *One* —See Q 111

207. Construct sentences to point out the various modes of using —‘some,’ ‘no,’ and ‘much’

Ans (1) The event happened *some* thirty years ago (=about indefinite numeral adj. here used as an adverb modifying the adjective *thirty* See Q 90), *Some* boys were hanging about (=indef. numeral adjective) *Some* of the boys were absent (=pronoun) *Some* said ‘yes’, *some* said ‘no’ (pronoun)

(2) He is *no* happier for his wealth (=none the happier—in no greater degree happy —adverb of degree modifying *happier*) He is *no* lawyer (indef. numeral adj) He could be seen *no* more —(adverb modifying the verb *more*) *No* man was present (indef. numeral adj)

(3) He is *much* better now (=adverb modifying *better*) *Much* might be said on both sides of the question (=noun) He is *much* the best boy in his class (=by far, adverb modifying ‘the best’)

Much wool=adj of quantity

207 A Parse the words or expressions in italics.

(a) He was *so* cruel *that* he was hated by everybody

(b) *No sooner* was the doctor called in *than* the patient died

(c) He is *more* shrewd *than* we imagined he was

(d) “I wondered, rejoiced, laughed, &c., *to see him there*”

(e) “I blushed, was ashamed, angry, sorry &c, *to hear it*”

(f) “Sad *to relate*”

(g) “He was the first *to come*”

(h) “You are unwise *to speak so fluently*.”

(i) “This was strange *to hear*, after all his professions”

(j) “I have no wish, hope, ambition, desire, *to succeed*”

(k) “Give me your promise *to obey*”

(l) “He had the sense *to perceive his mistake*”

(m) “I have the pleasure, honour &c *to inform you &c*”

(n) “Be kind *enough to excuse me*”

(o) “I know not *when to begin*”

(p) “I must know the *how* and the *why*”

(q) “I know not *whether to term* it a fault or a misfortune”

(r) “The difficulty is *how to teach him that he needs teaching*”

(s) British soldiers are not less remarkable for their humanity *than for their bravery*,

(t) He is *more* to be praised for his bravery *than for his good manners*

(u) The house is not *such as* I like

(v) He does not write *so well as* you

(w) The Romans fought as bravely as the Britons

(i) Gold and silver have I none, but *such as* I have, I give thee—*Ans* (a) *So*—adv modifying the adjective *cruel*; *that he was* & c—adverbial expressions of comparison modifying the verb *so*, see Q. 177B, 202, 203, 240, 199K

(b) *No*—adv mod the adv *sooner* (see Q. 207) *sooner*—adv mod the predicate *was called in* *than the patient died*—adverbial exp of comparison modifying the adv *sooner*, *than* being a subordinating conj introducing the sub adv exp See 177B, 100 and 240, 199K

(c) *More*—adv modifying the adj *shrewd* *Then we imagined (that) he was (shrewd)*—adv exp of comparison mod the adv *more* see 199K 202, 177B and 240)

(d) *To see him there*—adv exp of cause, mod the predicate *wondered* & c,—an instance of the gerundial infinitive used adverbially [see b 244 (12), 199K (s) and (t), Q. 199 J (s), (t) and (u)]

(e) *To hear it*—adv exp mod the pred cate *blushed* & c, the same as (d) above

(f) *To relate*—adv exp of reference mod the adj *sad*, gerundial infinitive used adverbially, see (d) and (e) above

(g) *To come*—adv exp of reference mod the adj *first*, see (d) (e) and (f) above

(h) *To speak* & c—adv exp of clause (=because you speak) mod the adj *unwise*, see (d), (e), (f) and (g) above

(i) *To hear*—adv exp of reference mod the adj *strange*

(j) *To succeed*—adv exp qualifying the noun *wish* & c, see Q. 199 J (s), (t), (u)

(k) *To obey*—adv exp qualifying the noun *promise* (gerundial infinitive used adjectivally)—See Q. 199 J (s), (t), (v), and (g) above

(l) *To perceive his mistake*—adv exp qualifying the noun *sense* see (g) and (k) above and Q. 199 T (s), (t) and (u)

(m) *To inform you*—adv exp qualifying the noun *pleasure*, see (g), (k) and (l) above

(n) *Enough*—adv modifying the adj *kind* *to excuse me* (gerundial infinitive used adverbially)—adv exp modifying the adjective *kind*, see (d), (e), (f), (g), (h), (i) (j) & c

(o) *When to begin*—Noun exp object of *know*

(p) *How, why*—nouns—objects of *must know*

(q) *Whether to term*—Noun exp object of *know*

(r) *How to teach* & c—Noun exp case in apposition with *difficultly* complement of the incomplete verb *is*

(s) *Less*—Adv mod the adj *remarkable* *Than for their bravery*—than (they are remarkable) for their bravery—adverbial exp of comparison modifying the adv *less* See (b) (c), (d) above, and 177B, 240, 202, 200 and 100

(t) *More*—adv modifying the adv exp *to be praised* *Than for his good manners*—than he is to be praised for his good manners—adv exp of comparison mod the adv *more*, see (b), (c), (d), (s) above

N. B. *Than* is here a subordinating conj. introducing a subordinate adverbial expression—*than he is to be praised &c.*

(u) *Such*—Pronominal adjective of the demonstrative kind referring to *house*. It is called predicate adjective by Bain (p 62) *N. B.* The predicate of a sentence is often made up of an incomplete verb and an adjective; *the rose is red*. The adjective is called "predicate adjective"—Bain. Rowe calls it the "subjective complement." He says—"When a verb of incomplete predication is intransitive or passive, the complement relates to the subject and is called the "subjective complement." Rowe p. 110, or see 237.

As—which—Relative pronoun, having for its antecedent *house*, and object of the transitive verb *like*.

(v) *So*—Adv. modifying the adverb, *well*. *As you*—as you (write well)—adv. exp. of comparison modifying the adv. *so*, see (a), (b), (c), (d) above and 177B, 200, and 202.

(w) *As*—Adv. modifying the adv. *bravely*. *As the Britons (fought bravely)*—adv. exp. of comparison modifying the first *as* (adv.) See (a), (b), (c), (d), (e), above and 177B, 200 and 202.

(1) *Such* as I have, I give thee—I give thee such *as* (= which) I have (—possess' *Such*—noun, direct object of *give*, *thee*—indirect object of *give*, *as* = *which*—relative pronoun having for its antecedent *such*

207 B Parse the words, phrases or expressions in italics

- (a) "They dragged my friend away, *I in vain resisting*"
- (b) "Up we climbed, *he remaining below*"
- (c) "*This done*, they departed"
- (d) "*Breakfast ended*, they went out for a walk"
- (e) *Sword in hand*, he marched on
- (f) "I was lying on the grass, *an unopened book by my side*"
- (g) *Breakfast over*, we resumed our journey
- (h) *The dawn appearing*, all the citizens marched out.
- (i) *The town having been taken*, all the inhabitants fled.
- (j) He insisted on *the matter being postponed*
- (k) We lost in consequence of *the motion having been brought without due notice*
- (l) "He was exempted from *serving* on the jury *as being over sixty*"
- (m) "Our remaining horse was unfit for the road *as wanting an eye*"
- (n) "*If conquered*, I am at least not disgraced"
- (o) "I should have never attempted it *unless persuaded by you*"
- (p) I always failed *till helped by him*
- (q) "The news *if true* will alter our plans"
- (r) "*Although honest*, he was not trusted"
- (s) *However thoughtless*, he is not a rogue.
- (t) *Although a fool*, he is not all a fool

- (u) "Supposing this to be true what follows"
 (v) Judging from what has happened, he might not pass
 (w) Granting all this, what follows?
 (x) "The real culprit having confessed his crime, the man was released"
 (y) "My wife expecting me to return did not leave the house"
 "Having given me the prize, the master praised my industry" Being tired of work the men went back to their houses
 (z) "Having been warned of the danger I staved there no longer"
 Not minding my advice, he fell into a grievous error "Having said all that I wished to say" I bade him good morning
 (za) "I saw a ship sailing into the harbour"
 (zb) Sailing too near the rocks, the ship went down
 (zc) Not knowing the value of the prize, the cock threw it away
 (zd) "Knowing this I was not surprised."
 (ze) "Surprised at his answer, I knew not what to reply"
 (zf) He ran a race he dreamt a dream, he walked five miles, he walked a long walk he fought a good fight

Ans N B—Before proceeding to answer these questions, read Q 82 where the *nominative absolute* is defined The nom abs is also called the Adverbial Subject (by Abbot p 96) because it is part of an adverbial expression see Q 199 K (x) and Q 224 (7)

(a) The exp is adverbial and modifies the pred *dragged I in vain &c* = while I was in vain resisting I—Nominative absolute or the adverbial subject

(b) Adverbial exp modifying *climbed up*, the predicate being = while remained below He—Adverbial subject or the nom abs

(c) Adv exp mod *departed* This done = This (being) done = when this was done This—Nom absolute.

(d) Breakfast (having) ended = when breakfast had ended—adv exp mod *went out* Breakfast—Nom abs

(e) *Sword in hand* = Sword (being) in hand—Adv exp denoting manner mod *marched on* Sword—Nom abs, or it may be parsed as an adverbial object—see Q 88

(f) *An unopened book (being) by my side*—adv exp mod *was lying*, the predicate Book—Nom abs

(g) *Breakfast (being) over*—Adv exp mod *resumed* Breakfast—Nom abs

(h) Adv exp of time mod *marched out*, the predicate. Dawn—Nom absolute.

(i) Adv exp mod *fled*. Town—Nom absolute

(j) Noun exp governed in the objective case by the prep *on* N B—The matter being postponed = The matter's being postponed, so that *being postponed* is a noun exp (Abbot)

(k) Noun exp being the object of *in consequence of* which has the force of a preposition N B—The motion having been brought &c = The motion's having been brought —*having been brought* being a noun exp (Abbot)

(l) *Serving*—Verbal noun object of *from*. *As* (=because of) *being over sixty*—Adv exp of cause, mod. *was exempted* *As*—has (here) the force of a preposition having for object the noun exp *being over sixty*

(m) Adv exp denoting cause mod. the predicate *was unfit* *As*=because of—used (here) as preposition governing the noun expression *wanting an eye* in the objective case.

(n) *If conquered*—(here) *though* conquered—adv exp mod the predicate *am not disgraced* *If* is to be parsed as a subordinating conjunction thus —*If* or *though* (*I am*) conquered

(o) Adv exp denoting condition mod the predicate *should have attempted* *Unless* is to be parsed as a subordinating conjunction introducing a clause thus —*Unless* (*I had been*) persuaded by you

(p) Adv exp denoting time mod the pred *failed* *Till* is to be parsed as a subordinating conjunction introducing a clause thus ;—*Till* (*I had been*) helped by him

(q) *If true*—adv exp of condition mod the predicate *will (to) alter* *If* is to be parsed as subordinating conj introducing a clause thus —*If* (*it is*) true

(r) Adv exp of condition mod the pred. *was not trusted* *Although* is to be parsed as subordinating conjunction introducing a clause thus —*Although* (*he was*) honest.

(s) Adv exp mod the pred *is not a rogue* *However*—is here an adverb mod the adjective *thoughtless*

(t) Adv exp of condition mod the predicate *is not all a fool* *Although* is to be parsed as a subordinating conjunction introducing a clause thus —*Although* (*he is*) a fool.

(u) Adv exp of condition—*If* you suppose this &c.—mod the predicate *follows* *Supposing* is to be parsed as an *impersonal absolute*, that is to say, a participle used impersonally, because it may relate to any and every person, and not to any one person in particular Thus, *supposing this to be true*=*If* you (I, or they, or he) suppose &c—See *Nesfield* or *Abbot*

(v) Adv exp denoting cause modifying *might not pass* *Judging* is to be parsed as an *impersonal absolute* See (u) above.

(w) Adv exp of condition (—if you grant &c) mod the predicate—*follows* *Granting* is to be parsed as an *impersonal absolute* See (u) and (v) above

(x) Adv exp mod the pred *was released* *Culprit* is to be parsed as a nominative absolute or an adverbial subject, (—when the real culprit confessed his crime) See (a), (b), (c), (d), (e), etc above

(y) *Expecting me to return*—An adv of cause (—because she expected me to return), modifying the pred *did not leave*, the participle *expecting* referring to the noun *wife* *Having given etc*—(participle) adjective exp qualifying *master* *Being tried*—an adj exp qualifying *men*

(z) *Having been warned etc*—(Passive participle referring to I) —Adv. exp modifying the pred *stayed* (=since I had been warned)

Not minding my advice (active participle referring to *he*)—Adv exp of *cause* mod the predicate *fell* (—*because* he did not mind my advice) —*Abbot*

Having said &c (participle referring to *I*)—Adjective exp qualifying *I*

(sa) *Sailing &c* —(participle referring to *ship*)—An adj exp qualifying *ship*

(sb) *Sailing too near the rocks* —(Participle referring to *ship*)—Adv exp mod. the pred *went down* (—*because* she sailed too near the rocks) —*Abbot*

(sc) *Not knowing &c* (—*because* it did not know &c)—Participle referring to *cock*,—adverbial exp mod. *threw away*

(sd) *Knowing this* (because I knew this)—Participle referring to *I*,—adv exp mod *was surprised*

(se) *Surprised etc* =being surprised &c—Because I was surprised &c—(participle referring to *I*) adv exp modifying *knew not*

(sf) *A race*—cognate obj of the intransitive *ran*,—an adv. exp mod the pred *ran* See Q 83 and 224. *A dream*—cognate object of the intransitive *dreamt* (—an adv exp mod the pred *dreamt*) See Q. 83 and 224 *Five miles*—adv object (of distance) of the intransitive *walked* (—an adv exp mod the pred *walked*) See Q. 88 and *Abbot*

A long walk—cognate object of the intransitive *walked*, (—an adv exp mod *walked*) See Q 83 and 224.

A good fight—cog obj of the intransitive *fought* (—an adv. exp mod the predicate *fought*) See Q 83 and 224

207C. Parse the words, phrases or expressions in italics —

(a) I like a rascal *to be punished*

(b) The prisoner was ordered *to be executed*

(c) I saw him *die*

(d) I helped him *dress his wound*

(e) He was taught *to swim*

(f) "He was ordered *to be exposed to wild beasts*"

(g) The wretched slave was made *to stand* in the presence of thousands of spectators

(h) They begged the Governor *to pardon him*

(i) We use steel pens He used *to walk*

(j) He was striving *to make his way* with a heavy laden waggon through a miry lane

(k) Instead of devouring the man, the tiger began *to fawn on, and caress him*

(l) "The lion *springing* on the assailant forced it *to turn from, Androcles*"

(m) So, *falling* on his knees he besought Hercules *to come and help him* in his troubles

- (n) How dare you *send for me* until you have tried to do *without me*?
- (o) He was glad to do *this* I am willing to do *this* I am not able to do *this* I am sorry to do *this*
- (p) All that he did was to *curse and swear at the horses*.
- (q) The wheels began to *sink* deeper and deeper into the pit ; and then it was too late to do *anything*
- (r) He felt a hand *touch him* I watched him *take the rupee*
- (s) Their importunity was *not to be resisted* and both requests were granted
- (t) I can *go*. He must *do it* He must (1) *be asked* (2) *to do it*.
- (u) He bade the officers *let loose* a second lion *to destroy the first* He asked the wolf *to show him the way home*. But the mastiff was too strong *to be overpowered*
- (v) The wolf could not forbear every now and then *turning to admire his companion* He began *to be suspicious*, Show you the way, sir, *To be sure, I will*
- (w) *To lose one's freedom* is a loss *not to be endured* The hair appeared *to be worn away* Indeed, *to tell you the truth*, I have not tasted food for the last four days I advise you *to come with me* and you will be sure *to get what you want*
- (x) I am content *to be poor* You are not shapely *to look at* There is not much *to eat* I could give anything *to be in such condition* He is determined *to know the secret* He determined *to do it*.
- (y) *To think* that it should come to this ! Thou wear a lion's hide ? I did no more than *make a beginning* Sooner than *resist*, I am ready to die *To hear you talk*, one would think you knew nothing, *To be brief*, I missed the train
- (z) I know it *to be right* *Overpowered*, but not *melted*, he consented *to be elected consul* He was considered *to be a scholar*. They considered him *to be a scholar*.
- (za) The Jew might lawfully claim a pound of flesh *to be cut off* * nearest Antonio's heart. She requested Shylock *to be merciful, to take the money and to bid her tear the bond*

Ans N B—The infinitive is often said to *complete, i e* to be the complement of a preceding noun or pronoun For example, in—(a) I like a rascal *to be punished*, a rascal is not the object of *like*, for you do not like "a rascal," but "a rascal *to be punished*." Consequently, *rascal* is only the partial object and it has for its complement the infinitive *to be punished*, which is, therefore, the complement of the object or more shortly, the *objective complement*. Hence, when a verb of incomplete predication is transitive and in the active voice, the complement relates to the object and is called the *objective complement* of the verb, see Rowe p 110.

In the same way in (b) "The prisoner was ordered to be executed," the *prisoner* was not *ordered* at all, but what was ordered was the execution of the prisoner, or in the words of the

sentence, the '*prisoners to be executed*' Consequently, "prisoner" is only the partial subject, and it has for its complement the infinitive "*to be executed*," which is therefore called the *complement of the subject* Here when a verb of incomplete predication is intransitive or passive, the complement of the verb relates to the subject and is called the *subjective complement* of the verb, see *Rove* p. 110, and *Abbot* p. 74.

(a) Objective complement of *rascal*, (b) subjective complement of *prisoner*, (c)—(*to die*)—obj compl of *him*, (d)—(*to dress* &c.—In addressing &c. adv exp mod *helped*

(e) *To swim*—(Noun exp—retained object of the passive *was taught* For the definition of a retained object, see Q 85 It is also the subjective complement of *he*

(f) Subj compl of *he* (g) Subj compl of *slave* (h) Obj compl of *Governor* (i) Object of the transitive verb *use*, *to walk*—noun exp object of the transitive *used*

(j) *Strive* is not a transitive verb—we *strive* for something, —therefore *to make* &c should be considered as an adverbial exp. of *purpose*—(striving *for the purpose of making his way*)—Gerundial inf adverbially joined to the predicate *was striving*

(k) *To begin* is a transitive verb, *to fawn on* &c—Noun exp object of *began*

(l) *Springing* (participle referring to *lion*)—adjective qualifying the noun *lion* *To turn* &c.—Objective complement

(m) *Falling*—(participle referring to *he*)—adjective qualifying *he* *To come and help him*—objective complement of *Hercules*; or, you may parse it as a gerundial infinitive of *purpose* and adverbially joined to *besought* (—besought him *for the purpose of coming and helping*)

(n) *To dare* in the sense of *to be bold enough*, is transitive. Hence, (*to send for me* (here)—is a gerundial infinitive of purpose (for the purpose of sending for me) used adverbially *To try* is a transitive verb, hence *to do without me* is here a noun exp object of *have tried*

(o) Gerundial infinitives adverbially modifying the adjectives *glad*, *willing*, *able*, *sorry* &c.

(p) *To curse* &c—Noun exp complement of *was*—of the same case as the subject *all* for, the verb *to be* has the same case after it as before it, *subjective complement* of *all*

(q) *To sink*—object of the transitive *began*, see (k) above *To do anything*—for the purpose of doing anything—gerundial infinitive adverbially joined to the adjective *late*

(r) (*To touch* &c—Objective complement of *hand* (*To take* &c.—obj compl of *him*

(s) *Not to be resisted*—irresistible,—adjective qualifying *importunity*, subj compl

(t) Can (*to go* *to go*—infinitive complement according to *Rove*, sec 239 According to *Abbot*, however, it is a *subjective*

complement (To) do it—subj compl of *he* or infin. compl of *must*.
To be asked &c.—The same as above. *To do it*—gerundial infin
 adverbially joined to “*to be asked*”

(u) (To) let loose—Obj compl of *officers* *To destroy*—for the
 purpose of destroying—gerundial infinitive adv joined to *bade*.
To show him &c.—Obj compl of *wolf*. *To be overpowered*—gerun-
 dial infinitive adverbially joined to the adj *strong*

(v) *Turning* &c.—Verbal noun—object of the transitive *could*
not (to) forbear *To admire* &c.—For the purpose of admiring—
 gerundial infinitive adverbially joined to the verbal noun *turning*
N B—A verbal noun partakes of the nature of a *verb* and takes
 an object when the verb is transitive. *To be suspicious*—Noun exp
 object of the transitive *began* See (k) and (q) *To be sure*—
 (adverbial) gerundial infinitive (of purpose), briefly used as in a
 parenthesis, also called the *parenthetical infinitive*

(w) *To lose* &c.—Noun exp subject, agreeing with the predi-
 cate *is a loss* *Not to be endured* = *unendurable*, adjective qualifying
loss *To be worn away*—subjective compl *To tell you the truth*—
 (adverbial) gerundial infinitive (of purpose) briefly used as in a
 parenthesis, this is the parenthetical use of the gerundial infinitive
 (of purpose) or, still more shortly, the *parenthetical infinitive* See (v)
 above. *To come* &c.—Objective complement of *you*. *To get* &c.—
 gerundial infinitive of purpose adverbially mod the adjective *sure*

(x) *To be poor*—adv. exp (gerundial) mod. the adjective
content *To look at*—gerundial infinitive (of purpose) adverbially
 mod the adj *shapely*. *To eat*—gerund. adj exp qualifying *much*,
 used here as a noun. *To be in such* &c.—gerundial infinit. (pur-
 pose) adverbially mod *would (to) give* *To know the secret*—adv
 exp mod. *is determined*, *determined* being here used as an adject-
 ive, meaning—*firm in purpose*. *To do it*—the doing of it—noun
 exp. object of the transitive *determined*.

(y) The infinitive is sometimes used *absolutely* in exclamation
 and interrogation It is then called the exclamatory infinitive
 (absolute) and the interrogative infinitive (absolute) respectively.
To think—exclamatory infinitive (absolute) *Wear*—interrogative
 infinitive (absolute) I did no more than *make* a beginning—I did
 no more (=no greater) than (I did much) *(to) make* (=in making) a
 beginning. Hence, *than*. *beginning*—subordinate adv. exp mod.
 the adv. *more* See Q. 177 B, 200, 202, 207 A 207 B

Sooner than *resist* I am ready to die=sooner than (I am ready)
 (to) resist, I am ready to die—I am sooner ready to die *than (I am*
ready) (to) resist The italicised exp.=subord adv exp modifying
 the adv *sooner* *To resist*—gerundial infin (purpose) adverbially
 mod the adjective *ready*. *To hear you (to) talk etc.*—adv gerundial
 infin, parenthetically used *To talk*—obj. compl of *you* *To be brief*
 —The adv gerundial inf parenthetically used

(z) *To be right*—obj compl of *it* See (a), (b), (c). (d) above.
Overpowered and *melted* are (passive) participial adjectives qualify-

ing *he*. } *To be elected consul*—gerundial infin (purpose) adverbially mod, *consented, to consent* being an intrans verb *Consul*—subjective complement of *he* Note—The verb *to be* has the 'same case after it as before it, and here *consul* is in apposition with *he*—See *Nesfield* *To be a scholar*—subjective compl of *he*, *scholar* is in the nominative case, as above. *To be a scholar*—objective complement of *him*, *scholar* is in the objective case here, because *him* is in the objective case.—*Nesfield*

(2a) *To be cut off*—(passive) participial adjective, qualifying *flesh*
To be merciful—object compl of *Shylock*. *To take the money*, *to bid her tear* &c—obj compl of *Shylock*

207 D Parse the words, phrases or other expressions in italics

N B For the definition of the cognate accusative, the direct and the indirect objects, the retained object, the dative of interest, the factitive accusative, the adverbial object, and the nominative absolute or the adverbial subject, See Q 82-88 ante The student is also referred to Q 240A where the present subject is also further discussed

(a) I envy *her* good *health* We allowed *him* two *rupees*
 I will forgive *them* their *fault* John brought *Thomas* a *book*

(b) My brother taught my *brother* *French* I will shew your
 (1) friend (2) *everything* (3) *that is to be seen* This man owed *me*
money My uncle left *me* some *money* They refused *me* *admission*

(c) He promised *me* *help* You answered *me* *nothing* The
 affair caused *him* much *trouble* He tore *me* open the sealed
envelope He saved *me* much *trouble*

(d) We heard (1) *him* (2) *confess his fault* He asked his *sister*
 a *question*. He played *me* a *trick*. He stared *me* in the face. He
 played *me* false

(e) They laughed *him* to scorn He talked *me* to sleep He
 looked the *person* in the face. His speech stopped *short* in the
 middle He fell *ill* of fever Your plan proved *successful* He
 died a miserable *pauper*

(f) He sighed a heavy *sigh* It blew a heavy *gale* He lived
 a *lover* of wine. They shouted *applause* They fined *him* ten
rupees He ran a great *risk* The disease must run its *course*
 He ran a *race*

(g) I envy *you* your *talents* I gave (1) *him* (2) *to understand*
that he would get nothing This mistake will lose *you* many *marks*.
 He ran *me* hard for the *prize* The man you were staring *at* is
 gone The house you lived *in* has fallen down He was not
 particularly careful about the food he ate

(h) He was thought *dead* I heard him *say it* They appointed
 him *judge* I called him a *fool* We have at last got the thing
 we fought *for* Mind, you write *me* word as to *what happens* - I
 took the man *prisoner*

(i) He breathed his *last*. He fought his *best* He tried his

hardest He shouted his *loudest* He did not see (1) *fit* (2) *to come* I was taught *writing* by my mother I was called a *fool*. He was made *king* I was refused this *favour* The following questions were asked *me* by the examiner

(j) He wept bitter *tears* He drank a *draught* of water He went away without *any decision* *having been arrived at* He followed *me* a short distance from the town I have been here a *fortnight to day* This book is worth a great *deal* "To reign is worth *ambition*, though in hell" Rice is four *annas* a *seer*

(k) I do not care a *fig* for him He is fined *five Rupees* They fined *him ten Rupees* He is two *years* older than I am. "He is worth *you and me* put together" The wall is twenty *feet* high "He stood this *side* of me" He will come three *days* hence "He came the shortest *way*"

(l) During the ten years *that* he lived there, he wrote a lot of books—before he left for London He went a long *way* This is five *times* harder than that *one*

(m) They had given *him offence* They knew that they would never be forgiven that *offence* Pardon was offered *them* if they would submit "He waited some *days* to see whether they would submit" Two *months* after this occurrence, he went home.

(n) "But the three stood their *ground*, and now they had gained their *countrymen* time enough to *loosen the props* of the bridge." "We prayed that he might live and fight another *battle*," —*Abbot*

(o) "But the brave Horatius, his *wound* retarding him (for he had been wounded in the last contest) could not run back in time, and so was left alone, the *enemy* pressing on him in front, and the *river*—which was fully fifty *yards* broad—surging and foaming behind" One *moment* he paused One *moment* he seemed to be sinking but the *next* he rose—*Abbot*

(p) "Great was the fear *that* the Tuscan army caused the *Romans*" Messenger after messenger had arrived bringing the (1) *consuls* (2) *word* (3) *that this town had been taken or that town burned* —*Abbot*

(q) But the eagle answered, "Just now you told (1) *us* (2) *you were a brast* Go to your friends, the *beasts* They need your help (1) *more* (2) *than we*" The bat retired in confusion, but an *hour* afterwards, *fortune* inclining toward the beasts, she humbly approached the lion, *offering him her help* "You would not do *us a kindness* when we were in trouble," roared the lion, "and now do you talk of giving *us your help*" Away with you The *battle* once over, I will make short work with you —*Abbot*

(r) *Rejected* by both parties—the natural *result* of her cowardice—the bat was forced to lead a *solitary life* So he sulks in dark places, and prefers the night to the day—a *warning* to all men that they must not trim —*Abbot*

(s) "He was said to have *disobeyed his parents*—a fault deemed

unpardonable in those days" "You were silent when accused—a clear confession of guilt." "If he were elected a member of Parliament—not a very probable event—then he might do us great good."

(d) "Will you give him your confidence—a rascal banished from all society?"

Ans (a) *Her*—Indirect object of *envy* *health*—direct object *N B* The indirect object refers to the person, while the direct to the thing. In reality, however, the direct object is an *adverb* modifying the verb of which it is an object, whereas the direct object is a noun and therefore, truly speaking, the object of a verb.

Him—Indir obj of *allowed* *Rupees*—Direct obj of *allowed* *Then*—Indirect obj of *forgive* *Fault*—Dir obj of *forgive* *Thomas*—Indirect obj of *brought* (here dative of interest) *Book*—Direct obj *N B*—The *dative of interest* is a kind of indirect object. See Q 86

(b) *Brother*—Indir obj of *taught* *French*—Dir obj of *taught* *Friend* (indir obj) *everything* (direct), *that is to be seen*—adjective exp qualifying the noun *everything* *Me* (indir), *money* (direct) *Me* (indir) *money* (direct) *Isc* (indir) *admission* (dir obj) See *N B* in (a) above

(c) *Me* (indir), *help* (dir) *Me* (indir) *nothing* (dir) *Him* (indir), *trouble* (dir) *Me* (indirect obj and dative of interest adv mod *fore*), *envelope* (direct obj) *Me* (indir obj and dative of interest), *trouble* (indir obj) See *N B* in (a) above

(d) *Him* (object) (to) *confess his fault* (obj complement of him) *Sister* (indir) *question* (dir) *Me* (indir), *trick* (dir) *Me*—object of *stared-in the face* *N B*—Here *stare* is an incomplete intransitive verb, but with the complement *in the face*, it becomes transitive and takes *me* in the objective case. Similarly *me* is the object of *played false* See *N B* in (a) above

(e) *Him*—object of *laughed-to scorn* (transitive force) See (a) above *Me*—object of *talked-to sleep* (intransitive force) See (a) above

Person—object of *looked in the-face* (transitive force), *Short*—Subjective complement of *speech* *Ill*—Sub compl of *he* *Successful*—Sub compl of "plan"

Pauper—Subj compl of *he* See *N B* in (a) and (d) above

(f) *Sigh*—cognate object of *sighed* (cognate both in form and meaning) *N B*—Cognate objects are adverbs modifying the verbs of which they are objects *Gale*—(partially) cognate obj of *blew*, *adverb*, mod *blew* *Lover*—(partially) cognate object of *lived*, *adv* mod *lived* *Applause*—(partially cog obj of *shouted*, *adverb* mod, *shouted* *Him*—object *Rupees*—Adverbial objective of *measure* See Q 88 *Risk*—(partially) cognate object of *ran* *Course*—(partially) cognate object of *run* *Race*—cognate object of *ran* (strictly cognate both in form and meaning). See *N B* in (a) and (f) above

(g) *You* (indir. obj.), *talents* (dir.) *Him*—indir. obj. of *gave*.
To understand &c—(Noun exp) objective compl. of *him*. See
 (b) 207C. *You* indir. obj.—dative of interest, see Q. 86), *marks*
 (direct. obj.) *Me*—object of *ran hard* (intransitive with a comple-
 ment together having a transitive force, see N. B. in (d) above.
At—prep governing *upon* (understood after *man*) in the objective
 case. *In*—prep governing *whom* (understood after *house*) in the
 objective case. *Ate*—Transitive verb in the past tense governing
which (understood after *food*) in the objective case See N. B. in
 (n) above.

(h) *Dead*—subj compl of *he* (*To*) *say it*—obj compl of
heard. *Him*—object of *appointed Judge*—objective compl of *him*.
 factitive accusative, see Q 87 *Fool*—obj. compl of *him*. *For*—
 prep governing *which* (understood after *thing*) in the objective
 case *Me* (indir. obj.), *word* (dir. obj.) *What happens*—noun
 expr. governed in the objective case by *as to*, which has a preposi-
 tional force. *Prisoner*—obj compl of *man*. See N. B. in (a) above
 see also Q 207

(i) *Last*—(here) last *breath* (cognate object) *Best*—(here) best
fight (cog. obj.) *Hardest*—(here) hardest *trying* (cog obj.) *Loudest*
 —(here) loudest *shout* (cog obj.)—See N. B. in (a) above. *Fit*—subj
 compl of *he*—See Q. 207C *To come*—gerundial inf. adverbially
 mod the adjective *fit*. *Writing*—verbal noun; retained object of
 the passive *was taught*, see Q. 85 N. B.—The retained object is
 really an *adverb* mod the predicate of which it is a retained object.
 Where the verb is an incomplete verb though transitive there can
 be no retained *object* in the passive form Thus in *I was called a*
fool, *fool* is a subjective complement of *was called*, qualifying *I* as
 an adjective—(see Rowe sect. 237), because *call* in the sense in
 which it is used here is an incomplete verb So in *he was made*
king, *king* is not the *retained object*, but the subjective complement
 of *was made*, qualifying *he* as an adj because *make* in the parti-
 cular sense in which it has been used here is an incomplete verb,
 if it were a complete verb taking two objects, *king* would be parsed
 above as the *retained object* *Favour*—Retained object of the
 passive *was refused* *Me*—retained object of the passive *was*
asked See N. B. in (f) above.

(j) *Tears*—(partially) cognate object of *wept* *Draught*—
 cognate object (both in form and meaning of *drank* *Any decision*
having been arrived at—*Any decision's having been &c* the ex-
 pression *having been &c* being a noun exp governed in the ob-
 jective case by the prep *without*, see Q 207—above *Me*—object
 of *followed*. *Distance*—Adverbial objective of *distance*, mod the
 verb *followed*. N. B.—adverbial objectives are so called because
 they are nouns in the objective case though really adverbs mod
 the verbs with which they are connected See Q 88 and *Abbot*
Fortnight—Adv. objective of *period of time*, adverbially mod
have been, *To-day*—Adv obj of time mod *have been* *Deal*—

adv objective of *measure* mod *is worth*, the predicate. *Ambition* adv obj —of *cost* mod the pred *is worth* *Rice is 4 annas a seer* = rice is (selling) 4 annas &c. Hence *annas* is an adverbial objective of *cost*, mod. (*is selling*)

(k) *Fig*—Adv objective mod *do not care* *Rupees*—Adverbially used to modify *is fined* *Him*—object of *fined* *rupees*—adv objective to measure or degree mod *fined* *Years*—adv objective of time mod *is older* *You* and *me*—adv objective to price or cost mod the predicate *is worth* *Feet*—adv objective of measure mod the predicate *is high* *Side*—adv objective of space mod *stood* *Days*—adverbial objective of time mod *will (to) come* *Way*—adv objective of distance modifying the predicate *come* See *N B* in (f) above

(l) *That*—relative pronoun with *years* as its antecedent used here as an adverbial objective of time mod the verb *lived* *Way*—adverbial objective of space mod *went* *Times*—adv obj of measure mod the predicate *is harder* "Than that one (is hard)"—one is a noun agreeing with the predicate *is hard*, the whole expression beginning *than etc* being an adverbial expression mod the adjective *harder* See *N B* in (j) and *Q* 177 *B* and 202

(m) *Him*—Indirect obj *Offence*—direct obj See *N B* in (a) above *Offence*—retained obj of the passive *be for given*. *Them*—retained object—See *N B* in (i) above. *Days*—adv objective of time mod *wasted* *Months*—adv obj of period of time mod *went* *Home*—noun used as an adverb mod *went*. See *N B* in (j) above

(n) *Ground*—adv objective mod *stood*. *Countrymen*—indir obj (here also dative of interest) of *gained* See *N B* in (a) above. *Time*—dir obj of *gained* *To loosen etc*—gerundial infinitive adjectivally qualifying the noun *time*. *Battle*—(partially) cognate object of *fight* See *N B* in (f) above.

(o) *Wound*, *evening* and *river* are all here nominative absolutes or adverbial subjects as they are termed by Dr Abbot *Yards*—adverbial objective of length mod the predicate *was* *broad* *Moment*—adv objective of time modifying *paused* or *seemed etc* *Next* = (next moment)—adv objective of time mod *rose*—See *N. B* in (j)

(p) *That*—relative pronoun with *fear* as its antecedent dir obj of *caused* *Romans*—indir obj of *caused* See *N B* in above. *Consuls*—Indir obj of the transitive participle *bringing* *Word*—direct obj of the transitive participle *bringing* *The word that this town had been taken* = The word or news, namely, *that the town etc*—Here, *that the town etc* = is a noun expression, in apposition with *word*

(q) *Us*—Indir obj of *told* (*That*) *you were a beast*—noun exp direct obj of *told* *Beasts*—In apposition with *friends* *More* = in a greater measure—adv mod the verb *need* *Than*

we—than *we* (need)—Adv of degree mod the adverb *more*
Hour—adv. - objective of time mod *approached Fortune*—
 nom absolute (= the adverbial subj) See, Q 82, the whole exp
fortune inclining etc being an adv exp mod *approached Offer*
ing—(participle referring to *she*)—Adj qualifying *he* *Him*—indir
 obj of *offering* *Help*—dir object *Us*—indir obj of *do* *Kind-*
ness—abstract noun made common = “an act of kindness” direct
 object of *do* *Us*—indir obj of the (transitive) verbal noun *giving*
Help—direct object of the (transitive) verbal noun *giving* *The*
battle (being) once over—adv exp *Battle*—nom absolute See
N B in (a) above

(r) *Rejected*—(being) rejected—(passive participle referring
 to *bat* (—adjective qualifying *bat*) *Result*—apposition with an
 implied noun, namely (here)—*the fact of being rejected by both*
parties *To lead a solitary life*—subjective compl referring etc., to
bat, *Warning*—noun in apposition with an implied noun (see *Abbot*)
 namely, (here)—“*the sulking of the bat in dark places and prefer-*
ring the night to the day”

(s) *To have disobeyed &c*—subj compl of *he* *Fault*—noun
 in apposition with an implied noun, namely, (here)—*his disobeying*
his parents, *Confession*—noun in apposition with an implied noun
 namely (here), *your remaining silent when accused* *Member*—subj.
 compl of *he* *Event*—noun in apposition with an implied noun,
 namely, (here), *his being elected a member of parliament*—See
Abbot *Good*—(direct object of *might (to) do*

(t) *Him*—Indir. obj. of *will (to) give* *Confidence*—dir obj
Rascal—objective case in apposition with *him* See *N B* in (a)

207 *E* What do you understand by Co-ordinating rela-
 tives, Adverbial relatives and Restrictive relatives?
 What do you understand by Conjunctive adverbs with an
 implied co-ordinating force? (See *Abbot* and *Nesfield*) Give
 examples Parse the words, phrases or other expressions in
 italics

(a) “At school I studied Geometry, *which* I found useful after-
 wards”

(b) “Caesar crossed the Rubicon, *which* was in effect a declara-
 tion of war”

(c) “John is a soldier, *which* I shall like to be”

(d) She encouraged her son in his pursuits of *which* his father
 knew nothing

(e) “Gray and Cowper derived their poetic instincts from their
 mothers, to *whom* they were ardently attached”

(f) “Lord Brougham’s mother, for *whom* he had always a most
 tender regard was the niece of Professor Robertson”

(g) “His friends looked upon him *as* a man in exile during the
 years *that* he officiated as curate”

(h) “Otherwise his great powers might have been frittered

away in fashionable society—in *which* case his admirable writin might never have been given to the world

(i) "I found the house amid solitary heathery hills, *where* lonely scholar nourished his mighty heart."

(j) *As* was always the case, he never saw me in time

(k) "His heart-strings grew about these places which became for a time the centre of his world"

(l) "For this purpose they made a great supper, to *which* they invited all the chief thanes"

(m) "The way by *which* Banquo was to pass was beset by murderers, *who* stabbed Banquo, but in the scuffle Fleance escaped."

(n) "From that Fleance descended a race of monarchs *who* afterwards filled the Scottish throne, ending with James the Sixth of Scotland and the First of England under *whom* the two crowns of England and Scotland were united"

(o) "Macbeth sought the witches in a cave upon the heath, *where* they, *who* knew by foresight of his coming were engaged in preparing their dreadful charms, by *which* they conjured up infernal spirits to reveal to them futurity"

(p) *When* I entered the hall, I found my friend seated on a chair I entered the hall at five minutes to five, *when* I found that the meeting was about to be dissolved

(q) Why should we consult Ham about it, *who* is quite innocent of the whole matter?

(r) (1) "He struck the poor dog, *which* had never done him any harm, (2) One day *when* I was in the reading room, I took up a newspaper, *which* contained an account of the meeting, *which* amused me greatly

(s) Why are you uselessly trying to overtake them *who* are sure to be far ahead by this time?

(t) On entering the wood we came across a footpath, *which* led to an open space, *where* we saw an old temple, the ruins of *which* were covered with ivy

(u) The examinations will commence next week and will be held in the Senate House, the most convenient place *where* they have always been held, no other *building* being able to accommodate the candidates, *who* number several thousands, each of *whom* must have a desk to himself

(v) *When* the soldiers arrived, the mob dispersed The soldiers arrived, *when* the mob dispersed

(w) The lion in his old age became weak, *when* he was not able to catch his prey

(x) We came to the river-ghat *where* we found a number of friends expecting our arrival

(y) We returned home on Tuesday, the 25th November, *which* was a cold day, *when* we found the villagers amusing themselves

(2) (1) He failed in the examination *which* greatly discouraged him (2) I cannot learn the truth of the affair, *which* greatly adds to my difficulties (3) The meeting cannot be held, *which* I do not regret (4) He practises loud reading, *which* is a very useful exercise (5) They heard the guns firing, *which* alarmed them greatly

(sa) The hero of Zutphen and author of the "Arcadia" regarded with an affectionate reverence his noble father from *whom* he derived in no small degree his comeliness of person and gallantry of spirit, while the father was lovingly proud of his brilliant son *whom* he styled "humen familiar suae"

(sb) "The father has ceased to be the revered teacher to *whom* his sons listen with loving admiration, the trusted friend to *whom* they resort in any difficulty for counsel the ruler *whose* lightest wish they hold as a command"

(sc) "Living a great deal alone (as I now do) will I believe correct me of my faults"

(sd) "Byron was not so much country-bred as Scott, yet to the last he felt the influence of the wild Highland scenery amidst *which* he had been brought up when a boy"

(se) "So Lord Nelson, *who* was one of the noblest and most generous of men, was the brother of the clergyman *who* was created an earl because of the admiral's valour, and *who* seems from his conduct to Lady Hamilton and Nelson's daughter to have been one of the meanest of men."

Ans The *co-ordinating relative* is a relative pronoun which can be split up into a phrase composed of a co-ordinating conjunction and a pronoun *Ex*—I know Mr X, *who* has of late made himself so famous—Here *who*=and *he* The *adverbial relative* is a relative pronoun which can be split up into a phrase consisting of a subordinating conjunction and a pronoun *Ex*—I should advise you not to have anything to do with Mr X *who* is reputed to be a very bad man Here *who*=for *he* *N B.*—The exp. introd by the sub conj is adverbial *See Q. 177 A*

A *restrictive relative* is a relative pronoun *proper* which introduces an adjective expression qualifying the antecedent noun and cannot be split into any phrase consisting of a co-ordinating or a subordinating conjunction and a pronoun *Ex*—The boy *who* told me this is dead *See Q. 110*

A *Conjunctive adverb with an implied co-ordinating force* is an adverb which can be split up into a phrase consisting of co-ordinating conjunction and an adverb This is to be distinguished from ordinary conjunctive adverbs which introduce subordinate adverbial expressions. *See Q. 177 B and C and 202 Ex*—(1) *When* I went to see him, he was eating (*Sub conj adv*) (2) I was on the point of coming out of the room *when* the roof gave way (*and then, co-ordinating conj adv*)

(a) *Which*—and *it*, and *this* (or, studying Geometry at school—*antecedent*)—*co-ordinating relative*

(b) *Which* = and *it* and *this* (or, Cæsar's crossing the Rubicon—*antecedent*—*co ordinating relative*)

(c) *Which* = and *it*, and *this* (or, a soldier like John—*antecedent*) *co ordinating relative*

(d) Of *which* = and = of *this* (or, her encouraging her son in his pursuits—*antecedent*)—*co ordinating relative*

(e) To *whom* = and to *them* (or, their mothers—*antecedent*)—*co-ordinating relative*

(f) For *whom* = and for *her* (or, his mother—*antecedent*—*co ordinating relative*)

(g) *Looked upon him as a man in exile* = Looked upon him as (they looked upon) a man in exile. *As*, therefore, is a conjunctive adverb introducing the adverbial expression *as they looked &c*. *That*—relative pronoun having for its antecedent, *years*,—an *adverbial objective*. See Q. 88

(h) *In which case* = And in *that case* (i.e. the case of his great powers having been frittered away &c.—*antecedent*)—implied *co ordinating force*, used as an adjective qualifying *case*

(i) *Where* = And *there* conjunctive adverb with an implied *co-ordinating force*.

(j) The sentence = He never saw me in time, as (= *which*) was always the case. Here *which* = and *this* (or, his never seeing me in time—*antecedent*)—*co ordinating relative*

(k) *Which* = And *these* (or, *places*—*antecedent*) *co-ord relative*

(l) To *which* = and to *that* (or, the supper—*antecedent*—*co-ordinating relative*).

(m) *Which*—restrictive relative, the exp *by which* *Banquo was to pass* being an adj exp qualifying *way*. *Who* = and *they* (or, the murderers—*antecedent*), *co ordinating relative*.

(n) *Who*—restrictive, rel the exp *who afterwards filled the Scottish throne* being an adjective exp qualifying the noun *race*. Under *whom* = and under *him* (or, James—*antecedent*), *co ordinating relative*.

(o) *Where* = and *there* (or, in the cave) conj adv with an implied *co ordinating force*. *Who* = for *they*, adverbial rel introducing a subordinating adv exp *for* being a subordinating conjunction. By *which* = and by *these* (or, charms—*antecedent*) *co ord relative*.

(p) *When*—conj adv introd. a subordinate adv expression. *When I entered the hall* *When* (I found &c)—conj adv with an implied *co ordinating force*, for here *when* = and then (= at the time of my entering the hall at five minutes to five)

(q) *Who* = for *he*,—adv rel the exp *who is quite innocent &c*, being a *sub adv exp* denoting reason

(r) (1) *Which* = though *it* (or, the dog—*antecedent*) adv rel, the expression *which had &c* being a *subordinate adv exp &c* denoting condition (2) *When* = and *then*, conj adv with an implied *co ordinating force*. *Which* (contained &c) = and *this* (or, the news

paper—antecedent)—co ord rel *Which* (amused &c.—and *this* (or, the account—antecedent)—co-ord rel.

(s) *Who—because they* adv rel, the exp *who are sure etc* being a subordinate adv exp

(t) *Which* (led &c)=*and this* (or, the foot-path—antecedent)—co-ord rel *Where=and there*—conj adv with an implied co-ordinating force. The ruins of *which=and* the ruins of *it* (or, the temple—antecedent)—co-ord. relative. Compare (a) below

(u) *Where=and there*, conj adv. with an implied co-ordinating force. *Building*=nom absolute or the adv subj See Q. 82 *Who=And they* (or, the candidates—antecedent)—co-ord rel Each of *whom=and* each of *them* (or, the candidates—antecedent)—co-ord relative.

(v) *When* (the soldiers) simply, conj adv the exp *when the soldiers arrived* being a subordinate adverbial exp *When* (the mob, &c.)=*and then* (or, on the arrival of the soldiers)—conj adv. with an implied co ordinating force

(w) *When=and then* (or, in his old age)—conj adv with an implied co-ordinating force.

(x) *Where=and there* (or, at the river ghat) conj adv with an implied co ordinating force

(y) *Which=and it* (or, Tuesday—antecedent)—co ord rel *When=and then* (or, on our returning home)—conj adv with an implied co-ord force

(z) (1) *Which=and it* (or, his failure at the examination—antecedent)—co-ord relative (2) *Which=and this* (or, my being unable to learn the truth of the matter—antecedent)—co-ord rel (3) *Which—and this* (or, *it being impossible to hold the meeting*—antecedent) co-ord rel (4) *Which—and this* (or practising loud reading—antecedent)—co ord rel (5) *Which=and this* (or, the guns firing—antecedent)—co-ord rel

(za) From *whom=and* from him, co-ord rel *Whom* (he styled etc)—*and him* (or, the son—antecedent)—co ord rel

(zb) *Whom, and whose*—(highest &c)—restrictive relatives The expressions introduced by *to whom* and *whose* being adjective exp qualifying *teacher* and *friend*, and *ruler* respectively

(zc) *As* I now do=*which* I now do=*and this* I now do (referring to "living a great deal alone"—antecedent)—co ord relative

(zd) Amidst *which—which*, here, is a restrictive relative with *scenery* as its antecedent, the exp *amidst which he had been brought up etc* being an adjective exp qualifying *scenery*. Compare (t) above.

(ze) *Who* (was one etc)=*and he*, co-ord rel *Who* (was created etc)—restrictive rel having *clergyman* for its antecedent, the exp *who was created etc* being an adj exp. qualifying *clergyman* *Who* (seems etc.)—Restrictive rel having *clergyman* for its antecedent, the exp. *who seems etc* being an adjective exp qualifying *clergyman*

208 Illustrate the various modes of using 'enough' and 'worth.'

Ans (1) He has *enough* money to meet the demands of his creditors (adjective) He is old *enough* to manage his own business (=sufficiently old, *adverb* modifying *old*) We had had *enough* of discussion on the subject (—a sufficient quantity, *noun*) *Enough* has already been said on the subject (—*noun*) He was punished *enough* (—*adverb*)

(2) He is a man of no *worth* (=value, moral or mental excellence, —*noun*) He gave me a rupee's *worth* of sugar (=a quantity worth one rupee, *noun*) Your book is *worth nothing* (=adverbial objective denoting *price*, see Q 88) Woe *worth* (=be to *verb*) the day on which he perished in the flames

208 A Distinguish between the Subjunctive of purpose, of Condition, of Consequence on the fulfilment of condition, the False Subjunctive, the Indefinite Subjunctive and the Subjunctive of wish Parse the words or expressions in italics

- (a) If we *had* but a king, we *should* be peaceful and orderly
- (b) They did this in the hope that they thus *might* satisfy their enemies
- (c) If I *might* do this, I *should* be satisfied
- (d) He said that he *might* come, but he did not come.
- (e) My father said that I *might* go out
- (f) You might have done this, but you *would not*
- (g) He *would* not help me, although he *could* easily have done it.
- (h) Even though you *went on* casting in earth for centuries, the pit *would never be closed*
- (i) "If a brave man *had cast* himself into the pit, it *would have been closed* long ago"
- (j) "If earth or stone *could have filled it up*, it *would not have remained long open*"
- (k) He talks as if he *were* mad
- (l) He talked as if he *had been* (or, as if he *was*) mad.
- (m) "Everybody he says what he likes and there is as much uproar as if we *were* a set of noisy ducks instead of being quiet, respectable frogs A kind *would* set us to rights"
- (n) "Jupiter *should* not have sent us such a terrible monster? Why *could* he not send us a decent king who *might* keep us in order without frightening us out our wits?"
- (o) The frogs began to abuse Jupiter thus — "If he *had wished* to insult us, he *could* not have treated us more contemptuously We *should not have minded* a strong and somewhat fierce king, even if he *had swallowed up* a few of us now and then
- (p) Jupiter next sent a stork to be then king who ordered that no frog *should croak* in any part of the pond while he was asleep

- (q) "It is worth while to have a strong king that we *may have* peace and quiet."
- (r) "If he *says* that, he is more ignorant *than I supposed*"
- (s) "It would be unjust that I *should* suffer for other people's misconduct"
- (t) "It is a shame that I *should* be thus insulted."
- (u) "I am sorry that my son *should* thus misconduct himself"
- (v) "If the boy *should learn* his lessons he will be praised"
- (w) "If he *is* not guilty, why do you still keep him in jail?"
- (x) "I wish he *were* as clever as John"
- (y) "*Resist* the devil and he will flee from you"
- (z) "He *would be* very thankful to you for this kindness."
- (za) "Long *live* the king God *save* the queen Mine *be* a co
beside the mill"
- (zb) "Take *care* of the pence and the pounds will take care of
themselves"
- (zc) "Whether the prisoner *be* innocent is uncertain."
- (zd) "Whether the prisoner *is* innocent or guilty, he deserves
pity"
- (ze) "Though the vase *were made* of steel, the careless servant
broke it"
- (zf) "Though the vase *were made* of steel, the careless servant
would break it."
- (zg) "See that my room *be got* ready for me at once."
- (zh) "Beware lest you *fall*. Drink that you *thirst* not."
- (zi) "Would I *were* a bird Unless he *behave* better, he will be
punished Except ye *repent*, ye shall all likewise perish"
- (zj) "Though the law *is* severe, we must obey it"
- (zk) "If at the close of the holiday every body *was* tried, every
body *was* happy."
- (zl) "My master said that if I *was* not clever, I was not lazy"
- (zm) "If I *were* clever, I *should* gain prizes" We wish it *were*
fine. Hallowed *be* thy name

Ans [The student is requested to refer to Q. 135 and Q. 136,
for a general idea of the uses of the subjunctive mood]

Besides expressing *facts*, a verb may express—*purpose* Ex —
(1) "Give him some water that he *may drink*" (2) They gave him
some water that he *might drink*. (3) "We hid the water lest he
should drink it all (4) They had hidden the water lest he
should have drunk it all In the above examples, the verbs in
italics express *purpose* and are to be parsed as used *subjunctively*.
This is called the *subjunctive of purpose* Then there is another
use of the subjunctive where it expresses *condition* Thus the
expression "if you *see* him to-morrow," expresses a condition
Similarly, "if you *should see* him to-morrow," "if you *saw* him
now," "if you *had seen* him before" all express condition, and the
verbs are in the subjunctive mood This is called
of condition The student must notice here the distinction

ing between two classes of sentences which both express the idea of condition. Thus (1) *if you go there*, and (2) *if you were to go there*, express wholly different meanings. The first refers to an uncertain future, the *going* may or may not happen, according as the subject chooses. In (2) the idea is of *certain denial in the present*,—the *going* has not happened in the present. [See Q. 136 (1) and (3)] Similarly "*if you went there*" and "*if you had gone there*" mean respectively that in time present you are not there" and that in time past you did not go there. See Q. 137 and 137 A. Thus the *Subjunctive of condition* may be divided under two heads, *first*, where the idea is one of uncertain future, ("*if the book be in the library*," "*if it rain* (or, *should rain* to day)" and *secondly*, where the idea is that of a condition which implies a certain denial in the present or in the past, as the case may be—"if the book were in the library," "*if the book had been in the library*," "*if it rained to day*," "*if it had rained yesterday*" all express the subjunctive of condition under the second head, where it is always to be remembered, the verb is either in the subjunctive past (i.e. in the forms *were* or *did* in which case the condition implies certain denial in the present, or in the subjunctive *past perfect* (i.e. in the forms *had been* or *had done* &c., or as is sometimes done merely *was*, *did* &c.) in which case the condition implies certain denial in the past.

The third class of the subjunctive is that of *subjunctive of consequence*. In every conditional sentence, there must be (1) the clause expressing the condition (which is put in the subjunctive mood and (2) the clause which expresses what will, would, may, might &c. happen, or would have might have, must have, happened if the condition is, were, or had been fulfilled. Thus, in "*if you were to give him some water he would drink*," the second clause "*he would drink*" expresses the consequence that would happen on the fulfilment of the condition in the first clause. Again in "*if the book were in the library, he would get it*," "*if the book had been in the library, he would have got it*," and "*if the book be in the library, he will get it*," the expressions in italics all express the consequence happening on the fulfilment of the conditions expressed in the conditional clauses. The verb expressing the consequence is put in the subjunctive mood. It is to be particularly noted that the tense of the verb expressing the consequence is of various kinds and is dependent on the tense in the conditional clause. The following typical examples will illustrate the proper use of the tense in conditional sentences.—(a) "*if he go there, he will, may, shall, must be rewarded*", (b) "*if he went there, he would, might, should, must, be rewarded*"; if he *had gone* there, he *would, might, should, must, &c. have been* rewarded", (c) "*if the book be in the library, he will, may &c. get it*", (d) "*if the book were in the library, he would, should, might, must, &c. get it*", (e) "*if the book had been (or was) in the library, he might, should, would must &c. have got it*", (f) "*if it rain to day, he will not go out*"

(h) "if it *rained* to-day, he *would, could, not go out* ;" (i) "if it *had rained* (or, if it *rained*) yesterday, he *would not, could not have gone out* ;" (j) "I *shall feel* much obliged, if you *will* (or *would*, which is sometimes put for *will* as milder than *will*) come to me ;" (k) "I *should feel* obliged, if you *would, could &c* (never *will* or *can &c*) come to me ;" (l) "I *should be glad* if you *could* make it convenient to call upon me this evening" For further examples, see Q. 137, 137 A, and Q. 209 G, 209 H, and 209 I.

Where a clause introduced by *if, unless, or though*, does not really express a *condition* or *supposition*, but asserts something as a *certainty*, though using the subjunctive form, the verb is really *indicative*. In such a case it is to be parsed as a (true indicative or a false subjunctive). In other cases, where an *actual* condition or supposition is expressed, the verb is *subjunctive* and not *indicative*.

Thus, in "If all right-angles *are* equal to one another, the angle *A* which is a right-angle must be equal to the angle *B* which is also a right angle," the clause introduced by *if* does not express a condition but states a fact ; and the idea conveyed by *if* amounts to that of *since* in the above sentence. So in "he would not do this although he *could* easily have done it" "though all men *are* equal in the eye of the law, still we do not find an equal dealing out of justice in all cases," and, "though I *am* poor, I am contented," the verbs in italics are in the *indicative* mood, though they are *subjunctive* in form. See Q. 135 note.

Sometimes the subjunctive is used not to express any *purpose, condition, the consequence* or fulfilment of condition, but rather *indefinitely*. The indefinite use of the subjunctive consists in the use of the subjunctive *should*, to indicate a *condition implied*, rather than expressed, or to speak of facts not as definite facts but as possibilities. Thus in "it would be unjust *that* (= *if*) I *should* suffer for other people's misconduct," *should* shows the indefinite subjunctive. Again in "it is a shame that I *should* be thus insulted" "I am sorry that my son *should* thus misconduct himself" the speaker no doubt speaks of actual *facts*, but still uses the subjunctive *should*—form. This is allowed by idiomatic usage and though in the above sentences *should be thus insulted* is really equal to *am thus insulted* (*indicative*—form) and *should misconduct himself* similarly is the same as *misconducts himself*, still the *should* form is used and the facts though definite are to be conceived of as though there were possibilities (as distinguished from *facts*). Hence this use of the subjunctive is called the *indefinite use of the subjunctive* and the subjunctive itself is called the *indefinite subjunctive*.

Lastly there is the *subjunctive of wish* or the *optative subjunctive*. Ex —Long live the Queen mine be a cot beside the mill. In both these cases, a *wish* relating to the future is expressed in the subjunctive mood. See Q. 136.

(a) *Had*—Subjunctive of condition expressing "certain denial

in the *present*, the meaning being, we have no king *now*. *Should be peaceful*—Subjunctive of consequence (on the fulfilment of condition), here the idea is,—we are not peaceful *now*

(b) *Might (to) satisfy*—Subjunctive of *purpose*

(c) *Might (to) do*—Subjunctive of condition expressing certain denial in the present. The meaning being I am not able to do this. *Should (to) be satisfied*—Subjunctive of consequence, *see* (a) Here the idea is that we are not satisfied now

(d) *Might (to) come*—Indicative past tense

(e) *Might (to) go*—Indicative, past tense.

(f) *Might (to) have done*—Indicative. *See Q 146, 147*
Would not (to do it) = (was determined not to do it) indicative past, denoting past determination of the subject *you*. *See Q 162 (2)*

(g) *Would not (to) help* = was determined not to help indicative past, denoting past determination of the subject *he*. *See Q 162 (2)* and (f) above *Could (to) have done*—Indicative. *See Q 146 147, and (f) above* Note—here the student must not suppose that the conjunction *although* before *he would have done it* in the sentence makes the predicate subjunctive for here only a *fact* is stated, namely, “his past ability to do it.”

(h) *Went on*—Subjunctive of *condition* expressing certain denial in the *present*, the meaning being, you have not been going on casting in earth for centuries *Would (to) be closed*—Subjunctive of consequence, referring to time past The idea is that the pit is not closed now *See Q 137 and 137A*

(i) *Had cast*—Subjunctive of *condition* expressing certain denial in the *past* *Would (to) have been closed*—subjunctive of consequence referring to time past. *See Q 137 and 137A*

(j) *Could (to) have filled up*—Subjunctive of *condition* expressing certain denial in the *past* The meaning being earth or stone could not fill it up *Would not (to) have remained*—Subjunctive of consequence, referring to time past The idea is that it *remained long open*

(k) As if he *were* mad = As he *would talk* (subjunctive of consequence on the fulfilment of a condition *viz*, if he *were* mad), if he *were* mad (subjunctive of condition, expressing certain denial in *present* the meaning being that he *is not* mad)

(l) As if he *had been* mad = As he *would have talked* (subjunctive of consequence on the fulfilment of a condition, *viz*, if he *had been* mad) if he *had been* mad (subjunctive of condition expressing certain denial in the past, the meaning being he *was not* mad)

(m) As if we *were* a set of noisy ducks = As (there *would be* uproar) if we *were* a set &c (subjunctive of condition expressing certain denial in the present, the meaning being we *are not* a set &c), *see* (k) and (l) above A king *would* set us to rights = (if we *had* him), a king *would* set us to rights (subjunctive of consequence on the fulfilment of a condition *viz*, if we *had* a king)

(n) *Should not (to) have sent* = (Ought not to have sent)—Indica

tive. See Q 146, 147. *Could not (to) send* (=was not able to send) —Indicative; as a fact (namely his past ability to send) is here stated. *Might (to) keep &c.* (=was able to keep &c.)—Indicative.

(o) *Had wished &c.*—Subjunctive of condition expressing certain denial in the past, the meaning being that he *did not* wish &c. *Could not (to) have treated*—Subjunctive of consequence referring to time past. *Should not (to) have mended*—Subjunctive of consequence (on the fulfilment of a condition *viz*, *if he had swallowed up*)—referring to time past. *Had swallowed up*—Subjunctive of condition expressing certain denial in the past.

(p) *Should (to) croak*—Subjunctive of purpose.

(q) *May (to) have &c.*—Subjunctive of purpose.

(r) *Says*—False Subjunctive or the true Indicative. *If he says &c.* (=here) is or since as a matter of fact he says. *Than I supposed (he was ignorant)*—Adverbial clause of degree correlated to and mod. the adverb *more*, see Q 207A.

(s) *Should*—Infinitive subjunctive of condition (implied).

Note—It would be unjust *that I should* suffer &c. (=if I should suffer).

(t) *That I should* be thus insulted (=am thus insulted)—The idea is indicative, as a fact is stated, but the form is subjunctive and is idiomatic. This is an example of the *indefinite subjunctive*.

(u) *That my son should* thus misconduct himself—that my son thus *misconducts* himself—Here a definite fact is stated, but still (instead of being indicative), the form is subjunctive. This is the indefinite use of the subjunctive. see (t) above.

(v) *Should (to) learn*—Subjunctive of condition (future).

(w) *If he is not guilty* (=supposing or assuming as a fact that he is not guilty)—True indicative or false subjunctive.

(x) *Were*—Subjunctive of wish (contrary to the fact in the present).

(y) *Resist* the devil and he will flee from you—Imperative (in form) but subjunctive in sense, expressing condition. This is called the *suppositional* (or conditional) use of the imperative. See Q 134 (3) Rowe, Sec 246.

(z) *He would* be very thankful to you for this kindness—He *would* be very thankful to you for this kindness (*if you were to do him the kindness*). Here *were (to) do*—subjunctive of condition expressing certain denial in the present. *Would (to) be*—subjunctive of consequence on the fulfilment of a condition, *viz*, *if you were to do him this kindness*.

(za) *Live, save, be*—Subjunctive of wish (relating to the future), see Q 136 (5).

(zb) *Take care &c.*—Imperative in form but subjunctive in sense expressing a condition *viz*, *if you take care &c.* See (y) above Q 134 (3).

(zc) *Be*—Subjunctive of condition, expressing an uncertain future.

(*zd*) *Is*—Indicative, in the subjunctive *form*, being introduced by the subordinating conjunction—*whether*, a false, subjunctive *Note*—The expression = Supposing or assuming as a fact that the prisoner *is* innocent, or assuming on the other hand, the prisoner is guilty, he deserves pity

(*ze*) *Was made*—Indicative, expresses an actual fact

(*zf*) *Were made*—Subjunctive of condition expressing certain denial in the present, and implying that, the vase is not made of steel *Would (to) break*—Subjunctive of consequence on the fulfilment of a condition, *viz*, if the vase were made of steel This refers to time present and expresses certain denial in the present, *viz*, the vase is not broken

(*zg*) *Be got &c*—Subjunctive of *purpose*

(*zh*) *Fall, thirst, and fail* are examples of the subjunctive of *purpose*.

(*zi*) *Were* = Subjunctive of *wish* (contrary to the fact in the present), *Behave*—Subjunctive of condition expressing an uncertain future. *Repent*—Subjunctive of condition expressing an uncertain future

(*zj*) *Is severe*—True indicative, or a false subjunctive. Here a fact, *viz*, the severity of the law is admitted *See Q. 135*

(*zk*) *Was tired*—True indicative, in the subjunctive form, a false subjunctive,—a fact *viz*, that of everybody being tired being stated as a fact *Note* —If (here) = *though*

(*zl*) *Was not clever*—True indicative, in the subjunctive form a fact is here stated *viz*, my not being clever *Note* —if (here) = *though*

(*zm*) *Were clever*—Subjunctive of condition, expressing certain denial in the present i.e. that "I am not clever" *Should (to) gain*—Subjunctive of consequence (on the fulfilment of a condition namely, (If I were clever), expressing certain denial in the present, namely, that I do not gain prizes *Be*—Subjunctive of *wish* (relating to the future.) *See (z) and (za) above*

208 B Parse the words, phrases or expressions in italics —

(a) *Considering or seeing that* he had no hand in the matter, you cannot personally hold him responsible.

(b) *Regarding or as regards* the facts of the case, I have not been able to come to any decision, one way or the other

(c) "*Considering his youth, his conduct is excusable*"

(d) (1) I cannot believe *but* that he meant mischief. (2) I cannot be persuaded *but* that he was wrong

(e) (1) This is Hari *than* whom a more honest boy does not live. (2) He would read no other books *than* novels. (3) He resigned rather *than* be transferred (4) Rather *than* that he should be punished, I would make any sacrifice.

(f) He died *on board* the ship *As to* what you propose in your letter, I shall consider the matter and let you know *Since*

then, nothing has been heard of him. I was kept ignorant of what was going on inside *till now*

(g) A *few men* came. A *great many people* came. A *hundred people* came. I want a *dozen pens*

(h) Do it seven times *a week*. Thrice *a day*

(i) He tells us a good deal about why he travelled, but nothing of how he travelled

Ans (a) Preposition governing in the objective case the clause *that he had no hand in the matter*. *Seeing that* = Inasmuch as, conjunction

(b) Preposition governing facts in the objective case (c) Preposition as in (a) (d) — (1) — *But* = except (—prep) governing in the objective case the noun clause — *that he meant mischief* (2)

But — preposition having for its object the noun clause — *that he was wrong*

(e) (1) *Than* — Prepositionally used having *whom* for its object

(2) *Than* — Preposition with *novels* as object (3) He resigned

rather (= sooner) *than* (to) be transferred (Rowe Sec 251) *Than*

is here a little difficult to parse. *To be transferred* may be taken as

a noun phrase governed in the objective case by *than* here used

prepositionally (4) I would rather (= sooner) make any sacrifice

than that I would make the sacrifice that he should be punished

Than, therefore, should be parsed as a conjunction introducing the

clause following it, this clause again adverbially modifying the ad-

verbially *rather*

(f) *On board* — Prepositional phrase with *ship* as its object

As to — Prep phrase governing the noun clause *what you propose*

in the objective case. *Since* — Prep governing *then* (= that time

here used as a noun) in the objective case *Till* — Prep with *now*

(here used as a noun) as the object after it.

(g) A few men = A few (of) men *Few* — Collective noun (here)

men — object of *of* understood A great many people = A great

many (of) people. *Many* — Collective noun *People* — Object of *of*

A hundred (of) people — *hundred* — collective noun A dozen (of)

pens *Dozen* — Collective noun.

(h) Seven times *a week* Here *a* is the old English preposition,

on It is *not* (though it might seem to be) the indefinite adjective

See Morris' *Accidence*, p 195 See also *Abbot*, *Rowe* Thrice a

day (= on, a preposition)

(i) *About* — Preposition governing the noun clause *why he*

travelled in the objective case *Of* — Preposition with the noun

clause *how he travelled* as its object

208C Parse the words or expressions in italics —

(a) You *had better go*

(b) "The bird *would* come every day to receive 'crumbs of

bread"

(c) (1) I thought he was a rascal and he was *so* (2) The king,

for *so* he was, threw off the mask (3) He is an Englishman and

so am I (4) I thought *so*

(d) (1) Now *that* we have arrived, let us take some rest
 (2) I am glad *that* he has passed, (3) I must go now, not *that* I want to go but *that* I have an engagement (4) Did you see John? Not *that* I recollect. (5) "On the day *that* thou eatest thereof, thou shalt surely die." (6) The instant *that* he saw me, he retired (7) They made an agreement *that* they would share equally (8) "The axiom *that* a whole is greater than its part seems so true *that* its statement seems, at first sight, unnecessary." (9) It cannot be doubted *that* he is a rascal (10) "He was honest, obedient, active and good-natured, *so that* he was esteemed and beloved by his master and by his companions" (11) Oh! *that* I had the wings of a dove.

(e) (1) *Beloved by all his companions* who were good he did not desire *to be loved* by the bad (2) His highest ambition was *to be thought the best natured boy* in the school (3) His friend, Loveit wished *to be universally liked* (4) He was often led *to do things* which he knew *to be wrong*, merely because he could never have the courage to say no because he was afraid *to offend the ill natured*, and could not bear *to be laughed at* by fools

(f) (1) I am *affectionately yours* Nripen (2) The *then* king (3) He is my *only* son (4) The news is *too good to be true* (5) *Only* he can do this

(g) (1) *His having served us faithfully for so long* is known to the Government. (2) *His being greatly unpopular with the boys* goes against him (3) He did not enjoy long life on account of *his having neglected the laws of health* (4) In spite of *his being ill-treated*, he &c (5) Notwithstanding *that he was ill-treated*, he &c (6) Notwithstanding *his being ill-treated*, he &c (7) The fact of *his being the younger brother of Hari* is known to all.

(h) (1) Give me *one* of your pens (2) Two heads are better than *one* (3) *One* Hari told me this (4) *What* you say is true. (5) Hari did not know *what* he should do (6) I asked *what* you said.

(i) (1) Where is your book? I have *none* (2) Hope have I *none* (3) He is *none* the happier for all his wealth (4) *None* of my friends were at home. (5) *None—none* but the brave deserve the fair (6) He is *no* happier for all his wealth (7) You are *no* soldier

(j) He *dare* not do it He *durst* not do it He *dared* me do it. He *dares* me to do it. He *dared* me to my face

(k) He *need* not to do it. He must *needs* go He *needs* my services He *needed* my help

(l) Woe worth the day So *please* your Majesty *Beware* of false prophets *Methtinks* I see my father

(m) They hated *each other* They loved *one another* He is sorry *that* he has been plucked He laughed at *me* to scorn The nurse sang the *child* to sleep He laughed at *me* He looked *me* in the face.

(n) (1) "Generally *speaking* summer is preferable to winter."

(2) "The more you look for it, the surer you will be to find it" (3) "I go there every day, or seven times a week"

(o) (1) Come as soon as possible. (2) Come if possible.

Ans—(a) You had better go—Here *had* is subjunctive, meaning *would have* and the sentence would be in all—you would have (= would had) it—better (to) go *Better*—objective complement of *had* To go—gerundial infinitive—adverbially modifying the adjective *better* N. B.—I had rather be a pagan—I would have (= would prefer) rather (= sooner) (to) be a pagan.

(b) *Would* come (here) = would (to) come—*would* expressing the idea of *habit, past indicative*

(c) (1) Pronoun referring to *usual* (2) Pronoun referring to *king* (3) *So* = also, *adverb* (4) *Adverb of manner*.

(d) (1) *That* = because (*sub conj*) (2) *That* = because (3) *That* = because. (4) Not *that* I recollect = Not *a seeing that* I recollect = I did not see a *seeing* that I recollect. (5) *That*—Adverbial objective of *time*; see Q. 88 (6) *That*—Adverbial objective of *time* (7) *That* = *sub conj* introducing a noun clause—*That they would share equally* = Noun clause, in apposition with *agreement* (8) *That*—*sub conj*—introducing a noun clause in apposition with *axiom* *That*—*sub conj*, introducing a subordinate adverbial clause—"that its statement unnecessary" (*adv. modifying the adverb so*); see Q. 202, (9) *That*—*sub conj* introducing a noun clause—*That he is a rascal* (case in apposition with *it*) (10) *So that* = and therefore; co-ordinating conjunctive phrase introducing a co-ordinate sentence—*He was esteemed &c* See Q. 396 (11) *That* = I would that = I wish that N. B. *That* sometimes implies a principal verb before it in passionate exclamations

(e) (1) (Being) beloved &c. = *Because* he was beloved—Participle used adverbially to express reason and modifying the predicate *did not desire &c* See Q. 207 B (2) (3a) &c. To be loved—Infinitive phrase equivalent to a noun, object of the transitive predicate *did not desire* (2) To be thought &c.—Infinitive phrase—a noun exp in apposition with *ambition* complement of the incomplete verb *was* See Q. 207 A (r) (3) To be universally liked—Infinitive phrase—a noun exp object of the transitive verb *wished* (4) To do things—Infinitive phrase—an adverbial expression denoting *manner* mod the predicate *was led* To be wrong—Infin. phrase—objective complement of *knew* (referring to the object *which*; it is here a complement of *knew* because in the sense in which it is used here, is here an incomplete verb) See Q. 207 D To say no—Infin. phrase—a noun exp qualifying the noun *courage*, as an adjective. See Q. 207 A (j) (k) (l) (m) &c To offend the ill-natured—Infin. phrase—a noun exp adverbially modifying the adjective *afraid* and expressing the idea of *reference* See Q. 207 (d) (e) (f) &c and Q. 229 (9) To be laughed at—Infin. phrase—a noun exp object of the transitive complement (to) bear in could bear. See (e) 1, (e) 2, (e) 3 above

(f) (1) I am *affectionately yours*, *A*=I am *A*, yours (=of you) *affectionately* Hence *yours* is adjectivally connected with the noun *A*, and *affectionately*—adverbially modifies *yours* which though apparently a pronoun is explained, in reality an implied adjective exp See *Q*. 166 (2) *Then*—adj qualifying *king* (= *then-reigning*) (3) *Only*—adj qualifying *son* (= *only-begotten*) See *Bain* I, 67, (4) *Too*—adverb mod *adj good* *To be true*—For the purpose of being true—gerundial infin phrase and an adv exp. mod the adv *too* (5) *Only*—an adjective qualifying *he* and also an adverb mod *can do* In such cases it is parsed as an adjectival adverb See *Abbot*, p 37 and *Rowe* p 128 See also *Q*. 168 and *Q*. 187

(g) (1) *His having &c*—This fact, viz,—that he has served us &c—noun exp (*phrase*)—subject of the predicate *is known* (2) *His being &c*—This circumstance—noun exp (*phrase*)—subject of the predicate *goes against him*, viz, *that he is unpopular* (3) *His having neglected &c*—noun exp (*phrase*) object of the phrase *on account of* which has the force of a preposition (4) *His being ill treated*—noun exp (*phrase*) object of *in spite of* which has a prepositional force. (5) *That he was ill-treated*—Noun exp (clause) object of *notwithstanding*, a preposition (6) *His being ill treated*—Noun exp (*phrase*) object of *notwithstanding* a preposition (7) *His being &c*—Noun exp (*phrase*) object of the preposition *of*, which, however, has the meaning of *namely* This is the appositional meaning of *of* Cf “The city of Calcutta = The city viz, Calcutta See *Bain* N B The student should note that the whole prepositional phrase made up of the preposition *of* and the noun phrase, *his being &c* is an adjective expression qualifying the noun *fact*,

(h) (1) *One*—pronoun, = a pen (2) *One*—one (head), adjective (with a noun to be supplied) (3) *One*—Indefin numeral adjective. (4) *What you say is true* = (*That*) what you say Here *what* is a relative having for its antecedent *that* understood See *Abbot*, p 26 (5) *What he should do* = (*That*) what he should do *what* being a relative as in (4) or we may parse *what* as a conjunction introducing a noun clause See *Abbot*, p 26 (6) *What* here is not a relative because we can not consistently with the meaning break up *what* into *that what* (= which) *What you said*, has therefore to be taken as a whole and is to be parsed as an object of *asked*, *what* therefore, is here a conjunction introducing a noun clause See *Abbot*, p 26

(i) (1) *None* is here in emphatic form of *no* Hence it is to be parsed as an adjective qualifying *book* understood after it See *Abbot*, p 146 (2) *None*—emphatic *no*, adj qualifying *hope* understood after it (3) *None*—in no way adverb, mod. the adjective *happier* (4) *None*—Subject (used in the plural) (5) *None*—Subject (6) *No*—adv mod *happier* (7) *No*—adjective qualifying *soldier* Or, more correctly, it is equal to *in no way*, or *in no respect*, and there

fore an *adverb* modifying the predicate *are soldiers* See Abbot, p 141

(j) (1) *Dare*—is here a verb of incomplete predication used in the sense of *having courage*, and in this sense the present singular is *dare* and not *dares* (2) In the sense of *having courage dare*, the verb of incomplete predication, has *durst* and not *dared* for the past sense (3) *Dares*—is the present singular of the transitive *to dare*, = to challenge (4) *Dared*—is the past tense of the transitive *dare*, to challenge

(k) (1) *Need*—is here an auxiliary verb and in the auxiliary sense the third person singular is *need* and not *needs* Cf *dare any dares* (2) *Needs* = of need = of necessity = necessarily, *adverb* modifying the predicate *must go* (3) *Needs*—here the third person singular of the transitive, *to need* = to require (4) *Needed*—Past tense of the transitive *need* = to require

(l) (1) *Woe worth the day* = *Woe be to the day* *Worth*—is here the third person singular subjunctive of an old English verb *worthen*, signifying *to be* or *to become* *Day* is in the objective case adverbial object after *worth* See Abbot, and Q 88

(2) So please your Majesty = *If it so please* your Majesty. Here *please* is used impersonally Verbs are said to be *impersonal* when they take *it* for their subj and are followed by some personal pronoun in the objective case—*methinks* = *It thinks* (= seems to me), *meeseems*, *methinks* See Nesfield (3) *Beware*—Imperative. Cf He told them to *beware* of false prophets (infinitive use) *Note*—Every part of the verb *beware* is now obsolete, except the *imperative* and *infinitive moods* (4) *Methinks*—*It seems to me*, impersonal verb see (2) above

(m) (1) *They hated each other* = They hated, each (*hated*) the other See Abbot, Rowe (2) *They loved one another*—They loved, one (loved) another (3) *That he was &c* = Because he was &c *That*—Subordinating conj (4) *Me*—is the object of the transitive *laughed-to-scorn* *N B Laughed* by itself is intransitive, but with the complement it has a transitive force. (5) *Child*—object of the transitive *sang to sleep* see (4) above, *Me*—object of the compound verb *laughed-at*, see Q 126 (6) *Me*—object of *looks in the face* see (4) and (5) above

(n) (1) *Generally speaking*—if one *speak* generally impersonally used adverbial force, see Q 224. (2) *More*—adverb modifying *look* *The surer you will be to find it* = you will be the surer to find it (adv) modifying the adjective *sure*, gerundial infinitive See Q 207 A (3) *Day*—adverbial object *Time*—adverbial object *A*—preposition *on* governing *week* in the objective case, see Q 88 and 207 D

(o) (1) *Come as soon as possible* = (as soon as it is possible) *As it is possible* = adverbial clause modifying *as* in *as soon* The *as* in *as possible* is therefore a subordinating conjunction see Q 202

(2) Come *if possible*—(*if it is possible to come*) *If* is, therefore to be parsed as a subordinating conjunction introducing the adverbial clause *if it is possible*

CHAPTER XIX.

SHALL AND WILL, SHOULD AND WOULD

209 Give the force of "shall" or "will" in the following categorical sentences —

- (a) 1 *I say you (or he) shall do it*
 2 *I say you (or he) will do it.*
 (b) 1 *You say that I (or he) shall do it*
 2 *You say that I (or he) will do it*
 (c) 1 *He says that I (or you) shall do it*
 2 *He says that I (or you) will do it*

Ans Note—The student will observe that in (a) a certain person (*I*) makes a statement about another *viz.*, a second person (*you* or *he*) and not about himself. When such is the case, *shall* coming after the second person aforesaid expresses the idea of a *promise*, a *threat*, a *command*, an *emphatic declaration* or of a *determination* on the part of the person making the statement about the second person. Therefore in "*I say you (or he) shall do it*," *shall* has the force of *must* it expresses that the person making the statement (*viz.*, *I*) promises or commands or emphatically declares that the other person *you* or *he* shall do a certain thing. The use of *will* instead of *shall* in such cases as the above, that is in cases where there are two persons concerned, one making a statement about another (who is not himself), shows not "*promise*" or "*determination*" &c on the part of the person making the statement, but is simply intended to express simple futurity, in other words, merely to express that a certain thing is going to happen (in the future) and nothing more. Thus in "*I say you (or he) will do it*" the person making the statement (*I*) merely declares that a future event in reference to another person (*you* or *he*) is going to happen, namely *you* (or *he*) doing a certain thing.

Exception — The above rules, however, are to be understood as subject to one important exception. The sentence "*You say or he says that I shall do it*" should under the above rules mean that *I must do it*. This is not however the meaning that correct English usage sanctions. *I shall*, in every case, under all circumstances expresses the idea of simple futurity. Again the sentence "*You say or he says that I will do it*" should according to the rules given above mean that *I am going to do it*, *will* implying simple futurity. This is however not the correct meaning for "*I will*" in every

case, under all circumstances, expresses the meaning of *I am determined*, or, *I promise*, or *I intend*

Thus note that *I shall* in "I say *I shall*" - "you say *I shall*" "he says *I shall*," have one and the same meaning, *viz*, that *I am going to do something* (the idea of the simple future) The student will also note that *I will* in "I say *I will*," "you say *I will*" "he says *I will*" have one and the same meaning *viz*, *I promise*, or *am resolved*, or *emphatically declare*

Lastly where a certain person makes a statement about *himself*, and *not about another person* (as, in "I say *I shall* or *will* do it", "you say *you shall* or *will* do it" "he says *he shall* or *will* do it"), the rule is that in all such cases, *shall* expresses simple futurity that is, expresses that a certain thing is merely going to happen in (the future), and *will* expresses *in every case* no, simple futurity but a promise or an emphatic declaration on the part of the person (*I, you or he*) making the statement

The student will also observe that such sentences as the following "I shall do it" "I will do it" "You shall do it" "You will do it" "he shall do it" "he will do it", "they shall do it", and "they will do it" are respectively equivalent to "(I say) I shall do it" "(I say) I will do it", "(I say) you shall do it" "(I say) you will do it", "(I say) he shall do it", "(I say) he will do it" "(I say) they shall do it," and "(I say) they will do it" The student will now easily be able to apply the rules about "*shall*" and "*will*" given in the earlier portions of this Note.

(a) (1) "I say you (or he) shall do it"—I command you or him to do it *I promise* that you or he shall do it *I emphatically declare* that you or he shall do it.

(2) "I say you (or he) will do it"—I merely say that you are (or he is) going to do it that it is your intention to do it that a certain event is going to happen *viz* *you doing it*

(b) (1) "You say that I shall do it"—You say that I am going to do it (simple futurity) See Q 209, *Exception*

(1) "You say that he shall do it"—You command him to do it You say you must to do it

(2) "You say that he will do it"—You do not command him to do it, but simply say that he is going to do it out of his own free will and not under any outside compulsion from you or any body else

(2) "You say that I will do it"—you say that I promise, or am resolved to do it. See Q 209, *Exception*

(c) (1) "He says that you shall do it"—He commands you to do it, and therefore you *must* do it, that is to say, if you do not do it, you shall be punished Or, the sentence may also mean that he promises or emphatically declares that you shall do it

(1) "He says that I shall do it"—He says that I am going to do it See Q 209, *Exception*

(2) "He says that you will do it"—he merely says that an event

is going to happen *viz*, your going to do it. In other words, he says that you are going to do it out of your own free will and choice and not under compulsion from *him* or any body else. See Q 162

2 "He says that I *will* do it" = He says that I am resolved on doing it. See Q 209, *Exception*

209A Give the force of "shall" or "will" in the following —

- (a) 1 I say *I shall* do it
- 2 I say *I will* do it
- (b) 1 You say *you shall* do it
- 2 You say *you will* do it
- (c) 1 He says *he shall* do it
- 2 He says *he will* do it.

Ans — NB — Before proceeding to answer this question the student is requested to carefully go through the Note to Q 209, where the subject is thoroughly explained. See also Q 161 (iii)

- (a) 1 I say that I am going to do it (*simple futurity*)
- 2 I promise or am determined to do it.
- (b) 1 You say that you are going to do it (*simple futurity*)
- 2 You promise or are determined to do it
- (c) 1 He says he is going to do it (*simple futurity*)
- 2 He promises or is determined to do it.

209B Explain the force of "shall" or "will" in the following — (See Note Q 209 last para)

- 1 (a) I *shall* do it
- (b) You *shall* do it
- (c) He *shall* do it
- 2 (a) I *will* do it
- (b) You *will* do it
- (c) He *will* do it

Ans — 1 (a) I shall do it = I am going to do it (*simple futurity*)
See Q 209 *Exception*

(b) (I say) you shall do it = I say you *must* do it, I command you to do it

(c) (I say) he shall do it = I say you *must* do it, I command him to do it. (See Note to Q 209 above)

2 (a) I will do it = I promise to do it, I am determined to do it. See Q 209, *Exception*

(b) (I say) you will do it = I say that you are going to do it, I say that it is your intention to do it (*simple futurity*)

(c) (I say) he will do it = I say that he is going to do it, that it is his intention to do it (*simple futurity*) (See Note to Q 209 above)

209C Are the following forms correct? If not, why not? (See Q 161 A) —

- (a) I *will* be glad, delighted, gratified, pleased, &c.
- (b) I *will* have the pleasure of seeing him
- (c) I *will* be able to do it
- (d) I *will* be at a loss to comprehend his meaning.

(e) *I will* be obliged, compelled, - forced; under the necessity, &c.

Ans The use of *will* in each of the examples given is incorrect *shall* should be substituted for *will* in each case. See Q 209, *Exception*

(a) "*I will be glad*" &c = *I will be glad* &c would mean "*I am determined to be glad*," which is absurd for gladness does not depend upon one's *will* but upon certain favourable circumstances "*I shall be glad*" is therefore the correct form

(b) *I will have the pleasure* &c See Note 209 (last para) = "*I am determined to be pleased*," which is absurd for reasons given under (a) above.

(c) *I will be able to do it* (See Note 209) = *I am determined to be able to do it*. As, however one's being able to do a certain thing depends on a combination of favourable circumstances and not merely upon the will of the speaker, the sentence would convey an absurd meaning and should be *I shall be able to do it*.

(d) *I will be at a loss* &c = *I am determined to be unable to comprehend his meaning* (which is absurd)

(e) *I will be obliged* &c = *I am determined to be obliged*—which is absurd because a man's being obliged depends upon circumstances external to himself, and not upon his free will See Q 161 A

Note—The student will observe that the forms *I will* or *I would* or *we will* or *we would* should never be used with such words or expressions as necessarily imply that the action is dependent on external circumstances and not merely upon the first person's wish

209D Are the following sentences correct? If not, why not?

(a) *We would (or will)* be ruined

(b) *I will* be punished

(c) *I will* be drowned

(d) *I will* have the misfortune to differ with you here

(e) *We will* not lose these opportunities which God has given us

(f) *We will* soon have these opportunities which we must not fail to take advantage of

Ans Note—Before proceeding to answer this question, the student will carefully master the Rule given under Q. 209 C, and Q. 209, *Exception*.

(a) *We will be ruined* = *we are determined to be ruined*—which is not evidently the intended idea Therefore the correct exp is *we shall be ruined*, that is to say, the force of external circumstances shall overwhelm us in ruin, (and not our own will)

(b) *I will be punished* = *I am determined to be punished*—which is evidently not the intended idea Some higher authority is going to punish me hence, the sentence when corrected would stand—"*I shall be punished*"

(c) I will be drowned = I am determined to be drowned. I have made up my mind to commit suicide by drowning. If this be the idea, the sentence is correct, if not, the correct form would be — *I shall be drowned (simple futurity)*

(d) I will have the misfortune &c. = I am determined to have the misfortune &c. — This is absurd, because nobody willingly courts misfortune. The correct auxiliary is *shall* and the idea is one of simple futurity — namely, that a certain misfortune is going to befall me.

(e) We will not lose these opportunities — we are determined not to lose these opportunities &c. This is correct, because it wholly depends upon our own will whether we should or should not properly use an opportunity when it comes

(f) We will soon have these opportunities &c. = we are determined to have these opportunities. Now, since opportunities are not of our own making, but depend upon a favourable combination of circumstances external to ourselves, the sentence as it stands is incorrect, and should be — *we shall soon have these opportunities (simple futurity)*

209E Are the following forms correct? If not, why not?

(a) You or he will be glad, delighted, gratified, pleased &c.

(b) You or he will have the pleasure of seeing Charles

(c) You or he will be able to do it

(d) You or he will be at a loss &c

(e) You or he will be obliged, forced, compelled, bound &c

(f) You or he will or would be ruined

(g) You or he will or would be punished

(h) He will have those opportunities

Ans N B The student will, before going to answer this question, refer to the examples given under Q. 209 B and 209 D and see that the only difference between them and the present ones consists in the use of the second or the third person (*you* or *he*) in the place of the first person. (See Note to Q. 209)

(a) (I say) you will be delighted &c — correct (*simple futurity*)
See Note, Q. 209

(b) (I say) you or he will have the pleasure &c. = I simply state what is going to happen, namely, that you or he will be pleased to see &c. — This is therefore correct (*simple futurity*) See Note, Q. 209

(c) (I say) you or he will be able to do it. I simply state what is going to happen — namely, your or his being able to do it — correct (*simple futurity*) — See Note, Q. 209

(d) (I say) you or he will be at a loss &c. — simply states what is going to happen (correct) — simple future. See Notes, Q. 209

(e) (I say) you or he will be obliged &c — simply states something that will happen in the future — (correct) simple future. See Note, Q. 209.

(f) (g) and (h) are all correct for reasons given in the case of (a), (b), (c) (d) and (e)

Note — The student will observe that though the forms *I will*, *we will*, and *I would*, *we would* cannot be used with such words and expressions as necessarily convey the idea of dependence on circumstances external to the speaker (words or expressions like *to be obliged*, *to be glad*, *to be able*, *to be ruined* &c. See Q 209 C, and Q 209 D) the same words and expressions are perfectly allowable if they are used with the forms *you or he will* or *you or he would*. In other words, "*I or we will*, or *would*, *be glad*, *sorry*, *obliged* &c. are always incorrect, while *you or he will* or *would be glad*, *sorry*, *obliged* &c. are always correct. For reasons, see answers to Q 209 C, 209 D and 209 E

209 F. Correct or justify —

- (a) *I will* be sorry if this comes to pass
- (b) You *will* be sorry to learn that Mr A is dead
- (c) *I will* be helpless if he dies
- (d) You or he *will* be helpless if your or his father dies
- (e) *I will* be greatly depressed if such a thing happens
- (f) "In a very short time we *will* probably find ourselves on a new footing"
- (g) "Let the British Government continue the protection of last year and we *will* be all right"
- (h) "If I draw a catgut or any other cord, to a great length, between my fingers, *I will* make it smaller than before."
- (i) If the conflagration had gone on as it had begun, we *would* have all been heavy losers
- (j) If the conflagration had gone on, as it had begun, they *would* have all been heavy losers
- (k) You promised me that you *should* wear it till the hour of death
- (l) "Compel me to retire and *I would* be fallen indeed. *I would* feel myself disgraced in the eyes of all my acquaintances. *I would* never more lift up my face in society. *I would* bury myself in the oblivion of shame and solitude. *I would* hide me from the world, *I would* be overpowered by the feelings of my own disgrace, the torments of self-reflection *would* pursue me"
- (m) "He declared he *should* never forsake his post, though he fled away at the first sign of danger"

Ans (a)—Incorrect should be "*I shall* be sorry &c." See Q 209 D, and Q 209 E

(b) Correct, for reasons, see Q 209 E

(c) Incorrect, should be "*I should* be helpless. For reasons see Q 209 D, and Q 209 E Note.

(d) Correct, for reasons, see Q 209 E

(e) Incorrect, should be "*I shall* be greatly depressed &c for reasons, see Q 209 E

(f) We shall probably find &c = we are *determined* to *probably* find &c. (See Q 209, *Exception*)—This is an absurdity, the idea evidently being one of simple futurity as the use of *probably* shows. Therefore the correct form is "*we shall probably* find &c."

(g) We *will* be all right. (See Note Q 209, *Exception*).—We are determined to be all right. But since our being "all right" depends here not on our own will, but upon the action of the British Government, the form "we will be all right" should be changed to "we *shall* be all right" (simple futurity)

(h) "I *will* make it &c" (see Note Q 209, *Exception*)—I am determined to make it smaller. But since my being able to make it smaller than before depends not upon my independent will, but upon an expressed condition, namely, my drawing it to a great length, the form "I will make &c (here should be changed to) "I *shall* make it" (simple futurity)

(i) "We *would* have been heavy losers" (see Note Q 209, *Exception*)—"we were determined to be heavy losers"—which is here an absurdity, because our having been heavy losers depended wholly upon an event external to our own will—namely, "if the conflagration had gone on &c" The idea here is one of simple futurity and hence the proper form here is "we should have been heavy losers" Note—The sentence as corrected means that the conflagration did not go on as it had begun and we were not losers, but we should have been, if it had gone on as &c. [See Q 136 (3), 137 A]

(j) They would have been heavy losers (see Note Q 209) = Something future would have happened *viz*, they would have been heavy losers (simple futurity) Hence "*would*" has been correctly used See (i) above

N B—The sentence means that the conflagration did not go on and that, they were not losers *would* = (here) used past subjunctively to express certain denial in the past

(k) "You promised me you *should* wear it"—Incorrect, because the form "I (or you or they) say I (or you or they) *shall* etc.," simply indicates simple futurity (see Q 209 Note) The correct auxiliary here is *will*, for the form "I (or you or they) say I (or you or they) will etc.," denotes *promise* on the part of the speaker. The sentence when corrected will stand thus —You promised me you *would* wear it &c." See (m) below

(l) The sentence is incorrect. There are six instances of "*I would*" in the sentence, which should all be changed to the form "*I should*" For "*I would*" here (see Q 209, *Exception*)—I am determined to &c. Now the consequences or actions here mentioned all depend not upon the speaker's *will* but upon some external circumstance, namely, *his being compelled to retire*. Hence in every case here, the correct form is *I should* (simple futurity). The last example of *would* in the clause "the torments of self-reflection *would* pursue me" has been correctly given, the clause "torments of self reflection *would* pursue me" = something future, *viz*, the torments of self-reflection, would happen

(m) This is not correct. The correct form (here) would be "He declared he *would* never forsake &c" Here a *promise* is made

by the subject and therefore, as explained above (*see Note Q. 209*) the correct auxiliary here is *will*. *See (k) above*

209 G Correct or justify "shall" or "will" in the following hypothetical or contingent sentences.—

- (a) If I were you I *should* do it
- (b) If I were you, I *would* do it.
- (c) If I had been you, I *would* have done this
- (d) If you had gone there, you *would* have found me engaged
- (e) If you had gone there, you *should* certainly have found me engaged
- (f) If you had done this, you *should* certainly have lost your life.
- (g) If you had done this, you *would* have lost your life.
- (h) He *would* have gone to London if the weather had been fine
- (i) I *should* have caught the fever, if I had visited that person
- (j) Were he to do such a thing in England, he *would* be hanged
- (k) Were he to do such a thing in England, he *should* be hanged.

Ans—Note Before proceeding to answer this question, the student is requested to carefully go through the *Note to Q. 208 A*, and through Q 136, 137 and 137 A. He will then be able to understand that in sentences where certain denial in the present or in the past is intended (as when we say, "if the book *were* in the library" implying that the book *is not* in the library; "if I *knew* him," when I *do not* know him, "if the book *had been* in the library," implying that the book *was not* in the library, or if I *had known* him," implying that I *did not* know him), the simple future is expressed by the forms *I should*, *you would*, *he would*. Thus in "if we had but a king, *we should* be satisfied" [see Q 208A (a)] "if I might do this, *I should* be satisfied" [see Q 208A (c)], "even though you went on casting in earth for centuries the *pit would never be closed*" [See Q 208A (h)], "if a brave man had cast himself into the pit, *it would have been closed* long ago" [see Q 208A (i)]—in all these the simple future is expressed by *should* with the first person (*I should*), and by *would* with the second and the third (*you would*, *he would*).

Again where in a sentence certain denial in the present or the past is intended, (as explained above), *determination* or *promise* is expressed in the case of the *first* person by the use of *would* (*—I would*). Thus "*I would* do it, "if I were you" indicates my *determination* to do it, if I were you

Lastly where (as above) in a sentence, certain denial in the past or the present is intended, *should* with the second or the third person (*e g* you, he, they, it *should*) simply means *duty*, *moral obligation* & the idea in *ought to*, or *deserve to*. Thus in "if this were

(i) "When we are tempted to hurt or kill any such creatures we should consider how we—like if any greater being than ourselves were to do the same by us"

Ans N B—Before proceeding to answer these questions, the student would do well to go through the Note given under Q 209 G. There he would find that in hypothetical sentences, the hypothetical future is expressed by the forms *I should, you would, he would*. Thus "if that were so, *I should, you would, he would* go" "if that had been so, *I should have, you would have, he would have* gone." (For the meaning of a hypothetical sentence, see Note to Q 209 G and Q. 208A) In a hypothetical sentence, the form "*I would*" expresses the first person's determination. The form *he or you should* are rarely used in hypothetical sentences, and when used they mean "*he or you ought to*" "*I should have given it to her*" indicates the probability of my having given it to her. But the sense intended is evidently the first person's determination. See Note, Q 209 G

(a) —"the powers of the Peers *would* have been grievously diminished." Charles did not succeed and the powers of the Peers were not diminished, but if Charles had succeeded (*past time*) the powers of the Peers were most likely to have been diminished—(hypothetical future)—*See Note to Q. 209 G*

(b) "*I would* have given it to her" shows my determination to have given it to her in some past time even if it had been my last coin, which it was not

(c) —"he *would* never be able to do it" Here "he *would*" indicates a hypothetical future, which is the intended idea. See Note Q 209 G "He *should* never &c." would mean "he ought not to &c.," which is evidently not the meaning sought to be expressed. See Note Q. 209 G

(d) "*I should* have asked him"—shows the hypothetical future the meaning being that under the hypothetical circumstance, I was likely to have asked him. See Note to Q. 209 G "*I would have asked him*" would indicate my determination to have done so. See Note to Q 209 G

(e) "Who ordered that no frog *should* croak &c" Here there are two persons concerned, the king that ordered, and the frogs who were ordered to do a certain thing. Hence the proper auxiliary to be used with the third person, *frog* here, is *shall*. See Note to Q. 209 Here *should*, the past tense of *shall* is used, because the time referred to is past

(f) "We *should* see etc." = we were very likely to see (hypothetical future) The meaning is —The earth is not flat and we do not see the hull first, but if it *were* flat (hypothetical proposition) *we should* see the hull first. See Note to Q. 209 G "*He would see*" —it would be our determination to see—which is here absurd. See Note to Q 209 G

(g) "*It would* come back" etc = it is most likely to come (hy-

pothetical future, third person. See *Note to Q 209 G*) The meaning is —No ant is crawling with its head in the same direction on the surface of an orange, and so, no such ant does come back etc but if an ant did crawl or were to crawl etc, it *would* come back etc., i.e. "its coming back etc *would* be likely"

(h) "Tides *would* be produced" In a hypothetical sentence, *would* is used with the third person to express the hypothetical future. Here the meaning is —the earth is a very rigid mass and so tides are not produced in the solid earth, but if it *were* not a rigid mass, then tides *would* be produced in the solid earth (=the production of tides would be likely etc. See *Note to Q 209 G*).

(i) "How we *should* like if any greater being *were* to do the same by us"—the form *we should* in a hypothetical sentence expresses the simple future. Thus *we should like* in the above sentences = We *should* be likely to like" See *Note to Q 209 G*. "We would like" = we would be resolved to like, —which is absurd

209I Fill up the blanks in the following using the future auxiliary where possible Give reasons

(a) We—not live without air Plants—not grow without it, and all things that live—soon die if they had no air

(b) "Plants—not grow unless they received both heat and light, and we ourselves—be able to do very little without the light of the day and we—soon perish of cold if deprived of the sun's genial rays"

(c) "Boys should be made to read the notes in connection with the text just as they—read a part of the text itself; and in like manner it might be well for the teachers to explain the notes, just as they—explain a part of the text itself"

(d) I hope the notes will be found if used in this way to make the text much clearer than it—otherwise be

(e) Without my help, it—have been impossible for him to advance.

(f) But for you, I—have perished

(g) I met him as he was leaving his house, else I—not have found out where he lived

(h) He—very thankful to you for such kindness

(i) There was not a man in England who—not have rejoiced to hear him hanged

(j) He received the sad news as he—have received a ball in his breast

(k) A full account of the conflict—fill a volume.

(l) If men are so wicked with religion, what—they be without it?

(m) Taking a warm, "salt-water bath here, I fell asleep floating on my back and did not awake for an hour This is a thing which I never did before, and—hardly have thought to be possible"

Ans.—N B The student who has gone through Q 209 G and 209H. carefully, must have clearly understood what hypothetical

sentences are, and that in hypothetical sentences the forms *I should*; and *you, he, they, or it would*, express the hypothetical future, whereas *I would* expresses the first person's determination, and *you, he, they or it, should* expresses duty or moral obligation: *i.e.* the sense conveyed by *ought*. The real difficulty lies in detecting whether a statement is meant to be hypothetical. Sometimes the form *clearly* brings out the hypothetical character of the statement. Thus in "if that were so, I should not do it," the phrase *if that were so* (which implies that it is not so) at once shows that the statement is hypothetical. But there are cases where the form does not help much, and where the student will have to look to the meaning intended. A number of such cases have been given under this Question.

(a) This is an (implied) hypothetical statement. Thus — *we could not live without air* (=if there were no air implying that there is air *now*) *Plants would not grow* (hypothetical future, third person) *without it* (=without air =if there were no air, implying that there is air *now*), and all *would* (=hypothetical future, 3rd person) soon die *if they had no air* (=if they did not have air, implying that they *now* have air) See Note above.

(b) *Plants would not grow* (=hypothetical future, third person) *unless they received* (=if they did not receive, which implies that they now receive both heat and light), and *we ourselves should be able to do very little* (=hypothetical future, first person) *without the light of the day* (=if we did not have the light, implying that we *now* have the light), and *we ourselves should soon perish* (=hypothetical future, first person) *if deprived of the sun's genial rays* (=if we were deprived this implies that we are not now deprived &c) See Note Q 209 G, Q 209 H and note to this Question.

(c) *Boys should be made* (=ought to be made) to read the notes in connection with the text just as *they would read* (=hypothetical future third person) a part of the text itself *if they had to read it as a part of the text itself*.

[Note —The portion *if they had &c.* in italics is not given in the sentence, but it is understood and has to be supplied by the student. *If they had to read it as a part of the text itself* implies that they have not to do so and hence the whole sentence above given is hypothetical]—And in like manner it might be well for the teacher to explain the notes, just as *they would* (hypothetical future, third person) explain a part of the text itself, *if they had to explain it as a part of the text itself*. [N.B. This last portion in italics is to be supplied from the meaning. The idea is that teachers have not now to explain the notes as a part of the text itself hence the (implied) hypothetical character of the sentence given].

(d) I hope the notes will be found if used in this way to make the text much clearer than *it will be* (simple future; conditional

third person) otherwise (=if they be not so used) Would may be used in the above sentence for *will* . but in that case, *would* would be a softened form of *will* and not the sign of the hypothetical future This sentence is a conditional sentence of the ordinary kind (e.g. if you go, I will come) and not of the hypothetical type (e.g. if you went or had gone, I should go or should have gone ; see Q 208A Note) *The student will compare this sentence given herewith (g) below*

(e) *It would have been impossible (=hypothetical future ; third person) for him to advance without my help* (if he had not had my help, which implies that he did have my help), the above is an implied hypothetical statement ; see Notes above.

(f) *I should have perished (=hypothetical future implying I did not perish) but for you (=if it had not been for you=if you had not helped me, this implies that I received "your" help)* This is an (implied) hypothetical statement see notes above

(p) *I met him as he was leaving his house, else (=if it had not been so=if I had not met him, this implies that I did meet him), I should not have found out (=hypothetical future, first person I did find out) where he lived*

(h) *He would be very thankful for such kindness = If you were to do such kindness (implying you have not done such kindness), he would be very thankful (=hypothetical, third person)* This is an (implied) hypothetical statement.

(i) An (implied) hypothetical statement, when expanded the sentence stands —There was not a man in England *who would not have rejoiced (hypothetical future, third person) if they had heard he was hanged* (implying that he was not hanged)

(j) An (implied) hypothetical statement, when fully expanded, it stands thus —He received the news as he *would have received (hypothetical future, third person) a ball in his breast, if he had had to receive a ball in his breast* (This latter portion in italics is understood and has to be supplied —The idea is he did not have to receive a ball in his breast if he had had to do it—then etc Thus the statement is *hypothetical*)

(k) An (implied) hypothetical statement When expanded it stands —A full account of the conflict *would fill a volume (hypothetical future ; third person) if a full account were to be written* The latter portion in italics is understood and has to be supplied The idea is that the writer is not going to give a full account of the conflict but if one such were to be given, then it *would fill a volume*. This shows that the statement is really hypothetical in character

(l) An (implied) hypothetical statement expanded it becomes —If men are so wicked with religion *what would they be without it (=if they did not have any religion, this implies that they have one)*

(m) An (implied) hypothetical statement The sentence when

properly expressed would stand thus .—this is a thing which I never did before, and which *I should* hardly have thought (hypothetical future first person) possible *if it had not actually occurred* The latter portion in italics shows the hypothetical character of the statement and is understood and has to be supplied

210 Point out and explain any special uses of 'Shall' and 'Will' in affirmative or categorical sentences

Ans

First Special Use

'Will' is sometimes used in the second and third persons (in the place of *shall*) to denote a polite form of command Thus the superior officer usually writes to his subordinates thus —You *will* finish this work without any unnecessary delay

Second Special Use.

'Shall' is sometimes used in the second and third persons to express the idea of "*confident prediction*," the belief of the speaker in the truth of what he says being very strong *Ex* —(1) Read this book and *you shall* be greatly delighted (2) Go through your text-book and *you shall* pass (= I can *confidently predict* that you will be greatly delighted or that you will pass)

Third Special Use

'Will' (and '*would*' if the assertion refers to time past) is sometimes used in the second and third persons to express not simple futurity as under the general rule, but *determination* on the part of the second or the third person *Ex* —His friends have done their best to dissuade him, but *he will* have his own way (=he is determined to have his own way) (2) We all advised him to consult a medical man but *he would* not hear us (=he was resolved upon not paying heed to our advice)

211 Point out and explain any special uses of 'Would' and 'Should' in affirmative sentences

First Special Use

Ans '*Would*' is sometimes used in all the persons to "denote action occasionally and irregularly repeated" "You (—he or I *would* at times read fifteen hours a day" "While in Calcutta, he *would* often visit the Museum"

Second Special Use

Would, when past time is not involved, may be used only in the first person to denote contingent determination *Ex* —"I *would* do it if I were you" Here no past time is involved, but there is a condition stated *viz* 'If I were you' Hence the determination expressed by *would* in the above sentence is said to be *contingent*

'*Would*' is sometimes used in the second and third persons to make a request in a polite and mild manner, whether the sentence is affirmative or interrogative. *Ex* —I hope you *will* do this piece of work for me (= expresses a request). 'I hope you *would* do it' puts the request in a milder form. Similarly, '*would* you come?' is milder than "*will* you come?"

Fourth Special Use

'*Would*' is sometimes used to express a *wish*

(a) Do as you *would* be (= wish to be done by)

(b) I *would* have you rise at five every morning (= wish that you should rise etc.)

(c) *Would* my friend were with me now = I wish my friend were with me now.

Fifth Special Use

'*Should*' is sometimes used in the first person to express a modest opinion. *Should* in such cases is only a softened form of *shall*. *Ex* —(1) I *should* think my friend has acted wrongly in not having consulted his superiors in a matter *so serious as this*. (2) Do you think he has acted wrongly in the matter?—I *should* think so.

212 Explain the exact force of each of the different forms of '*Shall*' and '*Will*' in the following, pointing out any inaccurate uses that might occur (1885)

(a) *Shall* you see me to-morrow?—I *will*

(b) *Will* you see me to-morrow?—I *shall*

(c) *Will* I see you to-morrow?—You *will*

Ans "To the question *shall* you? or *will* you? the proper form of reply is not *I shall*, but *I will* (= speaker's promise) as showing hearty good-will in complying." Hence in (a) the reply *I will* is correct, while in (b) the reply *I shall* should be changed into *I will*. Again *shall* you in (a) Is it *likely* that you see etc. and *will* you? in (b) = Is it not your will or intention to see etc.,—a mild form of request. See Q 161. In (c) *will* I? should be *shall* I (See Q 161). The proper form of reply to the question *shall* I? is—*you will*, as showing courteous modesty.

Note—For sentences to be committed to memory as specimens of the idiomatic use of *should* and *would*—
See Q 505

BOOK SECOND

THE ANALYSIS OF SENTENCES

CHAPTER I

DEFINITIONS

213 Define, so as to distinguish between a sentence, a phrase and a clause What is meant by the Analysis of Sentences ?

Ans (a) A *sentence* is the expression of at least one complete thought. It is hence a group of words, so arranged as to express at least one *complete statement, command, or interrogation*. It must, therefore always have at least one finite verb, i.e. a verb with a subject e.g. He is wicked. Do this work. Why do you say so ?

(b) A *phrase* is a group of words having a meaning without a finite verb, but is not a complete statement, command, or interrogation, e.g. *having arrived at the station of his own accord, a good boy*

(c) A *clause* is a group of words containing a finite verb i.e. a verb having a subject, but it is not a complete statement, command, or interrogation, e.g. *I know that he is wicked*

(d) *Analysis* treats of the division of sentences into their different parts, and of the relations which the parts bear to one another

214 What are the Essential Parts of the sentence ? Define each part.

Ans The *essential parts* of a sentence are the *subject* and the *predicate*

The *subject* is that part of a sentence of which we are speaking, as acting either actively or passively. *He is walking, the wicked boy has been punished*. The *predicate* is the other part of the sentence which is said about the subject. *He is walking, the wicked boy has been punished*

215 What do you understand by (1) the *Adjunct* or *Enlargement* of the subject, and (2) the *adjunct of the predicate* ?

Ans The *adjunct* or *enlargement of the subject* is anything added to the subject *coordinatingly* or *restrictively*. *The prudent man succeeds* (*restrictive*) *the bright sun shines* (*coordinating*) The *extension, enlargement or adjunct of the predicate* is anything added (to the predicate) regarding *the where, the how, the when, or other circumstances* of the verb. 'He talks *fluently*.' He talks *as if he knew everything* (*adjunct of the verb talks, expressive of manner*)

216 Define the complement. Exemplify.

Ans. Certain verbs known as verbs of Incomplete Predication require a word, or some words to complete their meaning

The words that thus go to complete the thought form the *complement* of the verb of incomplete predication God is *great* his efforts were of *no avail*

217 Define, so as to distinguish between simple, complex and compound sentences Illustrate

Ans A *simple sentence* contains one subject and one finite verb with, if necessary, several words or phrases introduced to modify either the subject, or the predicate verb *Ex* —His goodness is proverbial He talks fluently

A *complex sentence* while containing but one principal subject and one principal predicate, has two or more *finite verbs*,—that is to say, several clauses introduced to explain or modify either the subject or the predicate *Ex* —The man *whom I met yesterday* talked as if he had been mad. The event happened as it was foretold. I will trust in him, though he slay me,

A *compound sentence* contains two or more (simple or complex or both) principal co ordinate sentences *Ex* —(1) (a) "The individual dies, but (b) the race endures" (2) (a) Man proposes but (b) God disposes (3) (a) He might slay me, but I will trust in him

218. Explain the difference between a principal sentence and a subordinate clause

Ans The *principal sentence* is that part of a complex sentence which contains the leading subject and predicate *The man talks* as if he were mad *The event happened* as it was foretold

A *subordinate clause* is that part of a complex sentence which contains a finite verb other than the principal predicate verb *The man whom I met yesterday* talks as if he had been mad *The event happened as it was foretold*

219 Define a noun clause, an adjective clause, and an adverbial clause Illustrate

Ans. A *Noun Clause* is a subordinate clause which performs in a complex sentence the function of a noun *that he is honest* (noun function being the subject) is known to all I know *that he is honest* (noun-function, object to the verb know) I know not if *it is right* (object to know) I know *why it is so* (object)

An *Adjective Clause* is a subordinate clause which qualifies or limits a noun or pronoun, and thus occupies the place of the adjective (1) The man *whom I met yesterday* was mad (2) The event *which had been foretold* happened last evening (3) Such students *as shall not obey me* shall be expelled (4) I know the reason *why it is so*

An *Adverbial Clause* occupies the place of an adverb, and hence

generally modifies a verb or an adverb or an adj. *Ex* — The event happened *as it was foretold* He talks *as if he were mad*

220 What do you understand by a co-ordinate sentence? Distinguish it from a subordinate clause

Ans A *Co ordinate Sentence* is that part of a compound sentence which contains an affirmation independent of, and of the same rank as, the rest of the sentence and connected with the latter by co ordinating conjunctions *Ex* — (a) *The sun rose* and (b) *the mists disappeared* (2) (a) *Hari beat Mati*, and hence (b) *Mati complained against Hari*

Unlike Subordinate Clauses, *co ordinate sentences* are not dependent on the *principal clause*, but are co ordinate & independent sentences

CHAPTER II

FACTS AND PRINCIPLES

221 Of what may the subject and the object consist? Illustrate.

Ans They may consist of —

(1) Nouns (2) Pronouns (3) Infinitives with 'to' or in 'ing' *To die* is painful *Dying* is painful (4) Infinitive phrases *To hear a good order* is rare. *Reading hard* is desirable. *His making the delay* is our ruin (5) Adjectives used as nouns. *The rich* are happy (6) Noun Clauses *That he is virtuous* admits of no doubt. I know *that he is honest* (object) — (7) Certain adverbs *The ups and downs* of life have not yet been experienced by me.

222. How may the Subject and the Object be enlarged? Illustrate.

Ans They may be enlarged by —

(1) Adjectives (2) Possessive cases (3) Nouns — Infinitive expressions or noun clauses, in apposition *The river Ganges* The principle, *to live for others* (=in apposition to *principle*) is but rarely followed I helped him in the hope *that he would help me when the time came* (=in apposition to 'hope') (4) Prepositional phrases made up of prepositions and nouns *The road to ruin*, *goods for sale*, the church *on the hill* (5) Gerund or gerundial phrases *a house to let* (=attributive adjunct to *house*) *No time to spare* It is a book *to read* *Drinking* water (gerund) *Measuring* rod He has no place *where to hide himself* (attributive adjunct to *place*) You have no cause *to hold me responsible* (=attributive adjunct to *cause*) (6) Participial phrases *A criminal condemned to death* A man *carrying a burden* (7) Combinations of any of the preceding modes *His idea of retiring*

from the world. *A powerful mind engaged in great problems*
 (8) Adjective clauses The person *whom I met yesterday* was my friend. I know the reason *why this should be so* (=attributive adjunct to reason)

223 Of what may the predicate consist? Illustrate.

Ans The predicate may consist of —

(1) Single finite verbs. (2) Verbs of incomplete predication joined with other words *He was punished* *It is of no avail* *It is to be explained* (3) A verb joined with the negative particle 'not' *He does not work.* *He shall not go.*

224 How is the predicate enlarged? Illustrate

Ans The predicate may be enlarged by —

(1) Nouns *We walked two miles* (=adverbial adjunct to *walked*) *He ran a race* (=adv. adjunct to *ran*) *It weighs a pound* (2) Adverbs proper *He rose early* (3) Words used as adverbs *He went home* (4) Nouns qualified by adjuncts *He arrived last night* *He died the death of the righteous* (5) Adverbial phrases *He fought most bravely* (6) Preposition+Noun. *He went of necessity* *He gave money to the poor.* (7) Participles *He came running* (8) Participial phrases *He stood staring at me* (9) Absolute phrases. *The sea being calm* (=adv. adjunct to *put out*, we put out (10) Impersonal participles *Granting this to be true* (=adv. adjunct to *follows*), what follows? *Roughly speaking*, (adv. adjunct to the predicate) the area is a hundred square miles (11) Infinitive expressions *I know it to be right* (=adv. adjunct to *know*) *He is a fool to have thrown away this opportunity* (=adv. adjunct to the predicate *is a fool*) *It was wrong for him to have acted thus* (=adv. ad. to the predicate *was wrong*) (12) Gerunds or gerundial phrases *He gave me a letter to read* (=adv. adj. to *gave*) *This lesson is hard to understand* (=adv. adj. to *is hard*) (13) Adverbial clause. *He talks as if he were mad*

225 Explain and illustrate the functions of the noun clause.

Ans The noun clause may be —

(1) Subject *That he is honest* is known to all *Why it is so* is known to me. *Whether he would pass* is yet not known

(2) Object I know *that he is honest* *What he did* no body knows

(3) In apposition to some noun or pronoun The principle, *that we should live for others*, is not always followed in practice

(4) The completion of the predicate The result was *that he failed* (=complement of the verb of incomplete predication *was*)

226. How are Noun Clauses introduced?

Ans In indirect sentences, the introducing participles of a noun

clause are — *that, who, which, what*, (e.g. — *what seemed to be a fact* was really not so), *why, how* (e.g. — I do not know how or why he should do it,) *whether, whence, wherefore, wherein, and if* (used in the sense of *whether*) thus, — I do not know *if he will do it*

227 Explain and illustrate the functions of the Adjective Clause

Ans The adjective clause may occur wherever there is a noun or pronoun to be limited or qualified by it. Thus it may occur —

(1) *With the subject* — He *that sows* shall reap. This is not the house *that I have built*.

(2) *With the object* — I honour those *that are wise*. Worship those *that are merciful*.

(3) *Adverbial adjuncts* — He lived in the house *he had purchased* (adjective clause, adjunct to *house*, occurring in the adverbial adjunct to *lived*, namely in the house *that* &c.)

228 How is Adjective Clause introduced?

Ans The adjective clause may be introduced by any one of the words introducing noun clauses (see Q 226), except *what, if* and *whether*. It may also be introduced by *as* (*such as*) the relative *but* and *whereof*. Such horse *as you want* (=attributive adjunct to *horse*). There is no boy in the class *but can answer this question* (attrib adjunct to *boy that cannot answer* &c.) See *Note, Q 240*

229 Classify Adverbial clauses. Show how they may be introduced

Ans Adverbial clauses —

(1) Of place, introduced by *where, whether, whence*, and the compounds. He goes *where* (or *wherever*) *he likes*.

(2) Of time introduced by *before, ere, when, as, as soon as, after, whilst, until, as long as, no sooner than, just when, whenever, &c.* *Ex* — He may go there *whenever, and as often as he likes*.

(3) Of Degree and comparison — introduced by *than, the—the* (e.g. *the more you read, the better for you*), *as—as, so—as, such—as, so much* &c. The sea is *as* (adverbial adj modifying the adjective *deep*) *deep as the mountains are high* (=adverbial clause modifying the correlative *as* in *as deep*) See Q 240

(4) Of Condition introduced by *if, unless, except, though, however* &c. *Though he slay me I will trust in him*.

(5) Of End or Purpose introduced by *that, in order that, &c.* He gave the book to me *that I might read it*.

(6) Of Consequence introduced by *so—that*. It was *so* (adv modifying *heavily raining*) *heavily raining that we could not stir out* (=adv adj to the adverb *so*). See Q 240B.

(7) Of Cause introduced by *because, as, since, inasmuch as, that, &c.* He is proud *that* [=because], he is noble.

(8) Of Manner introduced by *as, as if, so—as*. The event,

happened, *as it was foretold* (=in the manner it was foretold that it should happen)

(9) Of reference introduced by *that* I warned him *that he was going wrong* (=an *adv cl* of reference, adjunct to warned. It cannot be a noun used as object to *warned*, since *warn* being intransitive cannot have two objects) I felt certain *that I was right*. I was informed *that he had died* I was confident *that he had got it*

229 A State whether in the examples given under Q 199 H the expressions in italics are adjective, or, adverbial phrases or clauses State also whether the sentences given are simple, complex, or compound sentences Give reasons

Ans (a) Noun phrase. The whole is a simple sentence (b) Noun clause. The whole is a complex sentence (c) Noun phrase. The whole is a simple sentence (d) Noun phrase. Simple sentence (e) *Hunting*—a single word, (neither a phrase nor a clause), noun *Exciting*—a single word, adjective The whole is a simple sentence. (f) A noun clause (case in apposition with *it*) The whole is a complex sentence (g) *Much*—a single word, noun. Simple sentence. (h) Noun phrase. Simple sentence. (i) Noun phrase Simple sentence (j) *To laugh*—noun phrase Simple sentence (k) Noun phrase. Simple sentence.

Note—For reasons, see Ans to Q 199 H

229 B State whether in the examples given under Q 199 I the expressions in italics are adjective or adverbial phrases or clauses State also whether the sentences given are simple, complex or compound sentences. Give reasons

Ans (a) to (t) The italicised expressions are all noun clauses, and the different sentences are instances of complex sentences (u) (1) Noun clause (2) Noun clause The whole is a complex sentence (v) (1) Noun clause. (2) Noun clause (3) Noun clause. The whole is a contracted compound sentence When expanded, it stands thus :—Whether resistance to rulers is proper or improper depends upon whether the said rulers have exercised their authority or not, or, what the limits of such resistance should be, depends upon whether the said rulers &c. Note that *or* is a co ordinating conjunction Q 177 B (w) (1) Noun clause. (2) Noun clause, the whole is a complex sentence (x) (1) (2) (3) Noun clause. The whole is a compound sentence. (y) Noun clause (containing a noun clause) The whole is a complex sentence (z) (1) Noun clause (2) *What he wrote in his books* (was admirable)—noun clause. NB—*than what he wrote in his books*—adverbial clause, modifying the adv *more* For reasons, see Q 177 B and Q 240)

Note—For reasons, see Ans to Q 199 I

229 C State whether in the examples given under Q 199 J, the expressions in italics are noun, adjective or adverbial phrases or clauses. Give reasons

Ans In (a) (b), (c), (h), (i), (j), (k), the italicised expressions are all adjective clauses. In (l) to (p), and (r) to (z), the italicised expressions are all adjective phrases. In (d), (f)—Noun clauses. In (e), (g), (q)—Noun phrases.

Note—For reasons, see *Ans* to Q 199 J

229D State whether in the examples given under Q 199K, the expressions in italics are noun, adjective, or adverbial phrases or clauses. State also whether the sentences given are simple, complex, or compound sentences. Give reasons.

Ans (a) Adjective phrase. The whole is a phrase (neither a sentence nor a clause). (b) Adjective phrase. The whole is a phrase. (c) Noun clauses (case in apposition with *it*). The whole is a complex sentence. (d) Adjective phrase. The whole is a simple sentence. (e) Adjective phrase. The whole is a phrase. (f) Adjective clause. Complex sentence. (g) Adverbial clause modifying *acted*. Complex sentence. In (h) to (u), the italicised expressions are all adverbial clauses, and the different sentences are instances of complex sentences. (v) (1) Adverbial clause (of condition). (2) Adverbial phrase expressing *reference* and modifying the predicate *were ready*. The whole is a complex sentence. (w) *Might I & c.* (=if I might & c.)—adverbial clause. Complex sentence. (x) (1) and (2) Adverbial clauses modifying *shall* (to) *burn*. The whole is a compound sentence. Thus,

The Meteor *flg* of England shall yet terrific burn
Till danger's troubled night depart.

And the meteor burn till the star of peace return

(y) (1), (2) Adverbial phrases. The whole is a simple sentence. (z) Adverbial phrase. Simple sentence.

Note—For reasons, see *Ans* to Q 199K.

229E State whether in the examples given under Q 207A, the expressions are noun, adjective, or adverbial phrases, or clauses. State also whether the sentences given are simple, complex, or compound sentences. Give reasons.

Ans (a) *So*—adverb modifying *cruel*, *that was etc*—adverbial clause modifying *so*. The whole is a complex sentence. See Q 229, Q 240, and Q 240B. (b) *Than the patient died*—adverbial clause modifying *sooner*. Complex sentence. (c) *Than we imagined (that) he was (shrewd)*—adverbial clause (mod. adv. *more*) containing a noun clause, viz, *(that) he was (shrewd)*. See Q 240 and 177B. Complex sentence. (d) to (i) Adverbial phrases. Simple sentences. (j) to (m), adjective phrases. Simple sentences. (n) *Enough*—adverb modifying *kind*, *to excuse & c*—adverbial phrase modifying *kind*. Simple sentence. (o) Noun phrase. Simple sentence. (p) Noun. (q) Noun phrase. Simple sentence. (r) Noun phrase containing a noun clause, viz *that he needs teaching*.

complement of the verb is (s) *Than for their bravery* = *than they are remarkable for their bravery*—adverbial clause modifying the adv *less* See Q. 240, Q. 177B Complex sentence (t) *Than (he is to be praised) for his good manners*—adverbial clause, complex sentence. (u) *Such as I like* = *such (house) as (=which) I like* *Such*—adjective qualifying *houses*, *as I like*—adjective clause qualifying *house* *Such as I like*—complement of the verb is (v) *So*—adverb modifying *well* *As you = as you (write well)*—adverbial clause modifying the adv *so*. (w) *As*—adverb modifying *bravely*, *as the Britons (fought bravely)*—adverbial clause modifying the first *as* (an adverb) (x) *Such as I have &c.*—I give *thee such as I have*. *Thee*—adverbial adjunct to the verb *give* See Q. 240A *Such*—noun, dir obj of *give* *As I have*—adjective clause qualifying *such* The whole is a compound sentence composed of (A) *Gold and silver I have none*, and (B) *but such as &c* of which (B) is again a complex sentence For reasons, see Ans to Q. 207A.

229 F State whether in the examples given under Q. 207 B the expressions are noun, adjective, or adverbial phrases or clauses Give reasons.

Ans (a) to (z) Adverbial phrases (j), (k) Noun phrases (l) *Serving on the jury*—noun phrase. *As being over sixty*—adverbial phrase. (m) to (x) Adverbial phrases (za) Adjective phrase (zb) to (ze) Adverbial phrases (zf)—*a race, a dream, five miles, a long walk*, and *a good fight* are all adverbial phrases See Q. 240A

Note—For reasons, see Ans to Q. 207B

229 G How would you construe in analysis the italicised expressions in the examples given under Q. 207C?

Ans (a) Objective complement of *rascal* (b) Subjective complement of *prisoner*. (c) Obj Com of *him* (d)—*(to) dress &c*—adverbial phrase modifying *helped* (e) Noun phrase, subjective complement to *he* (f) Subj compl of *he* (g) Sub compl of *slave* (h) obj compl of *governor* (i) *pens*—object of the predicate *use* *to wait*—noun phrase, object of *need* (j) Adverbial phrase modifying *was striving* (k) Noun phrase, objective of *began*. (l) Adjective phrase qualifying *lion*, *to turn &c*—obj compl of *it* (m) Adjective phrase, qualifying *he*, *to come &c*—obj compl of *Hercules* (n)—*(to) send for me*—adverbial phrase modifying *dare*, *to do without me*—noun phrase, object of *have tried*, (o) Adverbial phrases modifying *glad, willing, able, sorry* (p) Subjective complement of *all* (q) *To sink*—object of *began*, *to do anything*—adverbial phrase, modifying *tale* (r) *(to) touch him*—obj compl of *hand*, *(to) take &c*—obj compl of *him* (s) Subj compl of *importunity* (t) Can *(to) go*—Subj compl of *I*, or infinitive complement of *can* *(To) do it*—Sub compl of *he*, or infinitive compl. of *must* (u) *(To) let loose*—obj. compl of *officers* *To destroy*—adver-

brl phrase, modifying *bade* *To show him &c*—obj compl of *wolf* *To be overpowered*—adverbial phrase, modifying *strong* (v)
 —turning &c—obj of *could not* (to) *forbear* *To be suspicious*—
 obj of *began* *To be sure*—adverbial phrase, used absolutely (w)
To lose &c—Noun phrase, subject of the predicate, *is a loss* *Not*
to be endured—Adjective phrase, qualifying *loss* *To be worn away*
 —Sub compl of *hair* *To tell you the truth*—Adverbial phrase,
 used absolutely *To come with me*—obj compl of *you* *To*
get &c—adverbial phrase, modifying *sure* (x) *To be poor*—adverb
 modifying *content* *To look at*—adverbial phrase, modifying
shapely *To eat*—adjective phrase qualifying *much* *To be in*
such condition—adverbial phrase, modifying *would* (to) *give* *To*
know the secret—adverbial phrase, modifying *is determined* *To do*
it—noun phrase, object of *determined* (y) *To think &c*—adver
 bial phrase used absolutely (To) *wear*—adverbial phrase, used
 absolutely *Than make a beginning*—than (I did much) (to) *make*
a beginning, (to) *make a beginning*—adverbial phrase, for reasons,
see ans to Q 207C (y) (To) *resist*—adverbial phrase, modify
 ing *ready*, see above. *To hear etc*—adverbial phrase, used
 absolutely *To be brief*—adverbial phrase, used absolutely (z)
To be right—obj compl of *it* *To be elected consul*—adverbial
 phrase, modifying *consented* *To be scholar*—sub compl of *he*
To be a scholar—obj compl of *him*, (za) *To be cut off*—obj
 compl of *flesh* *To be merciful*—obj compl of *Shylock* *To take the*
money, to bid her &c—obj compl of *Shylock*

CHAPTER III.

FORMS OF ANALYSIS

230 Sketch out after Bain the Form of Analysis for Simple Sentences

Ans State —

- i The Subject
- ii The Enlargements or attributive Adjuncts of the Subject
- iii The Predicate-Verb State the complement if the verb be a verb of incomplete predication
- iv The object, if the verb be transitive. If the complement of a verb of incomplete predication have an object, state it under this head
- v The Attributive Adjuncts of the Object.
- vi Adverbial Adjuncts of the Predicate

231 Sketch out the Form of Analysis for complex sentences

Ans 1 Analyse (after the method for simple sentences) as if each subordinate clause were a single word or phrase

11 *Next*, analyse the subordinate clauses separately after the method of simple sentences. State next the word or words introducing each subordinate clause

232 Sketch out the Form of Analysis for Compound Sentences

Ans 1 *First*, mark out the different co-ordinate sentences

11 The co-ordinate sentences simple or complex are to be analysed after the method of Simple or Complex sentences. Point out here the links of connections between the several co-ordinate sentences. See Q 177B 240B ; 240C

CHAPTER IV.

CASES PRESENTING DIFFICULTY IN "ANALYSIS" EXPLAINED

233 Nouns and adjectives having the force of verbs take an object, in the shape of an infinitive expression, or a noun clause. Give some examples

Ans (1) There was no *proof* (= nothing *proving*) *that he was the murderer* (= noun clause, object to the noun *proof*, which here possesses a verbal force)

(2) He produced *evidences* (= things *evidencing*) *that he was guilty* (= object to *evidence* which here possesses a verbal force)

(3) He was *desirous* (= *desiring*) *to please him* (= inf. expression, object to the adjective *desirous* which here possesses the verbal force of *desiring*) — *Bain*

234. In the following (a) he was made *king*, (b) they made *him king*, (c) he made the house *secure*, (d) they believed him *to be guilty*, (e) they made him (to) *look grand* — how would you analyse the words and phrases in italics?

Ans (a) Complément referring to the subject '*he*' (b) *him* = complément of the verb *made* which is here a verb of incomplete predication. *King* = Attributive adjunct to the object *him* (c) Attributive adjunct to *house* (d) Attributive adjunct to *him* (e) Attributive adjunct to *him*. See Note to Q. 207, and 229G

235 Is *not* in "he does *not* laugh" to be considered as an adverbial adjunct to the predicate?

Ans No. *Not* is a part and parcel of the predicate.

236. The noun clause and the adjective clause can both be introduced by *why*, *where*, *how* and *when*. Show

how to distinguish between them by constructing illustrative sentences.

Ans (1) I know *where I shall find it* (=noun clause object to know) (2) I know the place *where I shall find it* (=adjective clause, an attributive adjunct to *place*) (3) I know *why I am wrong* (=noun clause, object to *know*) (4) I know the reason *why I was wrong* (=adjective clause, an attr adjunct to *reason*) (5) I know *how it is to be done* (=noun clause object to *know*) (6) I know the way *how it is to be done* (adj cl =attributive adjunct to *way*) See Q 226 See also Note 1 Q. 240J

237 How would you construe "what" in analysing the following?—(a) *what* he said was wrong (b) *what* appeared wrong merely appeared to be so, (c) I know *what* to say State also the *principal* subject of (a) and (b) and the object to the principal verb in (c)

Ans (a) *what* here is object to *said* The whole of *what he said* is the subject of the predicate *was wrong* (b) *What*—subject to *appeared* The whole of *what appeared wrong* is the subject of the predicate *appeared to be so* (c) *What*—object to *say*—The whole of *what to say* is the object to *know* See Q 208C,(h)

238 Analyse a sentence like the following —*Who is he?*

Ans I Subject—He III Pred —Is who, (is—verb of incomplete predication, and *who* is its complement)

239 How would you construe the italicised words in analysing the following —(1) I told him *that there was a plot against his life* (2) I warned him *that there was a plot against his life* (3) The day was so rainy *that he could not stir out* (4) He is glad *that I am doing well* (5) He spoke loud *that I might hear him* Give reasons for your answer

Ans (1) A noun clause object to *told* (2) *Warned* cannot take two objects, and therefore the clause is not a noun clause—it is to be construed as an adverbial adjunct expressive of *reference*, see Q 229 (3) An adverbial clause modifying the adverb *so* (4) *That*=because. An adverbial clause expressive of *reasons* (5) *That*=In order that. An adverbial clause expressive of *purpose*, see Q 229

240 Point out and explain the difficulties in analysing the following

(1) I am *as* tall *as* you are. (2) I am not *so* tall *as* you are (3) I am taller *than* you are. (4) He is *more* clever *than* industrious (5) He has not read *so* much *as* I have. (6) I am not *such* a fool *as* to believe that (7) No *sooner* had he departed *than* I arrived

Ans The above are examples of *elliptical* expressions containing adverbial clauses introduced by *as* *than* &c which modify the correlative adverbs or adjectives They must be expressed in full before being analysed Thus —

(1) I am *as* (=adv adjunct to *tall*, the complement) tall *as you are tall* (=adverbial adj to the first *as*)

(2) I am not *so* (=adv adj to *tall*, the complement) tall *as you are tall* (=adv adj to *so*)

(3) =I am taller *than you are tall* (adv adj to *taller*)

(4) He is *more* (adv adjunct to *clever*) clever *than he is industrious* (adv adj to *more*)

(5) He has not read *so* (adv adj to adjective *much*) much *as I have read* (adv adj, to *so*)

(6) I am not *such* (adjective qualifying *fool*) a fool *as I should be a fool as to believe that* (adv adj to *such*)

(7) No sooner (adverb mod *had departed*) had he departed *than I arrived* (soon) The clause in italics is an adverbial adjunct to *sooner*

240A How would you construe in analysis the cognate accusative, the direct object, the indirect object the retained object, the dative of interest, the factitive accusative, the adverbial object, and the adverbial subject (or nominative absolute) ? Illustrate

Ans The cognate accusative is an adverbial adjunct (of reference) of the predicate *Ex* —He ran a *race* (adv phr. mod *ran* [See Q. 207D (f) N B] The direct object is a noun, object to (i.e., a completion of) a transitive predicate, while the indirect object is an adverbial adjunct of the same *Ex* —He forgave *them* (indir obj) Their faults (dir, obj) [see Q 207 D (a)] N. B The retained object may be either a noun complement or an adverbial adjunct of the predicate as the case may be. *Ex* —He was given the *book* by me. Here *book*, the retained object, is a noun-complement of *was given* It is to be noted that *book* would be the direct object of the transitive predicate in the sentence when it is turned into the active voice form —thus, I gave him the *book* (dir obj) Where the retained object was originally in the active voice form, the indirect object retains in the passive voice form its indirect, i.e., adverbial character *Ex* —The book was given *him* by me Here *him* is a retained object and is an adverbial adjunct of *was given* [See Q 207D (1) N B] The Dative of interest (see Q 86) is a particular kind of indirect object used to express the interest of some person in the action of the verb The dative of interest being therefore, an indirect object is to be construed in analysis as an adverbial adjunct of the predicate *Ex* —Bring *me* the book (adv adjunct of *bring*) [See Q. 207 (a) N B] The Factitive Accusative (see Q 87) is always the objective complement *Ex* —They made him *king* (factitive accusative, objective complement) (See Q 207C, Note) The adverbial object (see Q 88) is always an adverbial adjunct [See Q 207 (j) N B] *Ex* —The wall is two *feet* high Here *feet* is an adverb modifying the adjective *high* He lives a long *way* from Calcutta (adv adjunct of *pred*) The adverbial subject or the Nominative Absolute (See Q. 82) is part of an adverbial exp. mod. the predicate. (See Q 207 B, Note) *Ex* —*This done*, they departed

Here *this done = this (being) done* is an *adv adjunct* of the pred *departed* For other examples, see Q 207 B, and 207 D

240B What is the function in analysis of *subordinating conjunctions and subordinating conjunctive phrase*? Give a list of the more important subordinating conjunctive phrases

Ans Subordinating conjunctions (Q 177, 177A,) and subordinating conjunctive phrases (Q 177D) are used to introduce adverbial clauses, thus helping to form *complex* sentences The following are some of the more important subordinating conjunctive phrases —

(a) Seeing that, provided that, supposing that, granting that, inasmuch as, in case that whether—or, if not, the moment that, just when, hardly before, in order that

(b) As if, no sooner—than, as soon as, the—the as—as, so—as, such—that Compare Q 229 and Q 240

(c) The phrase *so—that* has a subordinating or a co ordinating force according to the particular meaning which it may have in a sentence. Thus where it expresses prominently the idea of degree or comparison, the phrase (*so—that*) has a subordinating force. Examples — It was *so* (=adv adjunct to *heavily*, heavily raining *that we could not stir out* (=adv clause, adjunct to *so*) [See Q 229 (6)] But where in *so—that*, the idea of degree or comparison is absent, and the phrase is merely equivalent to *so* or *consequently*, it has not a subordinating but a co-ordinating force. Ex — A storm arose, *so that* (=so and therefore) we could not stir out. Here *we could not stir out* is analysed as a co ordinate sentence and the whole sentence becomes a *compound* one. It is to be added that where *so—that* has a subordinating force as shown above, the sentence in which it occurs becomes a *complex* one.

240C What is the function in analysis of *co ordinating conjunction and co ordinating conjunctive phrase*? Give a list of the more important co ordinating conjunctive phrases

Ans Co-ordinating conjunctions (Q 177, 177A) and co ordinating conjunctive phrases (Q 177D) are used to join two or more co ordinate sentences, thus making up *compound* sentences

The following are some of the more important co ordinating conjunctive phrases —

At the same time that, but then for all that, in spite of all that, not only—but as well as either—or ‘neither—nor, so that [see Q 240B (c)]

240D A Relative clause sometimes introduces (1) an implied co ordinate sentence, sometimes (2) an implied (subordinate) adverbial clause. Explain and illustrate

Ans See Q. 207 E Ans, and note Q. 240 E, and Q 240 J, Note

240E Are the following sentences complex, or compound, and why?

(a) He came down to Calcutta, where he stayed a month (b) He called him names, which was really hard on him.

Ans (a) He came down to Calcutta, *where* he stayed a month — He came down to Calcutta, *and there* he stayed &c. Hence it appears that the relative *where* simply joins two independent affirmations, *vis*, "he came down to Calcutta" and "he stayed a month". Therefore, the second clause *he stayed &c* is a co-ordinate sentence introduced by a relative (*where*) which has the force of a co-ordinating conjunction (=and there) *For definition of a co-ordinate sentence, see Q 220 ante* Therefore the whole sentence is a compound sentence, (*for definition, see Q 217 ante*)

Note 1 — Co ordinate or equal sentences can be introduced by *who*, *which*, *where* and *when*, if these have a co-ordinating force, that is to say, if they really express the ideas of—'and he' (=who), *and then* (=when), respectively. In *such* cases the expressions joined together by the relatives or relative conjunctions (for they are really conjunctions, as they serve to join) are simply added together and there is no inequality of rank between them. Hence the sentence so formed is *compound* and *not* complex, as at first sight may appear. *Nesfield's Grammar See also Q 207 E and 240 J*

Note 2 — A relative clause sometimes introduces an implied co-ordinate sentence—"I heard it from the landlord *who* heard it from the policeman"—a co-ordinate sentence, *who* being put for *and he* — Abbot p 164 *See also Q 110 ante, Bain p 34, Nesfield p 282 See also Q 207 F and 240 J*

(b) He called him names *which* was really hard on him — He called him names *and this* (—*calling him names*) was really &c. Hence *which* here joins two independent, *i.e.*, equal or co-ordinate sentences and the whole sentence is therefore *compound*. *For reasons, see answer to (a) just given*

240 F Are the following sentences complex or compound? Give reasons

(a) I heard it from the landlord, who heard it from the policeman (b) I heard it from the boy that cleans the boots (c) I ought not to have been beaten by John, who had never beaten me before. (d) Why shall I consult Charles who knows nothing of the matter?

Ans The student is asked to study the answers to Q 240 E and Q 207 E, which fully explain the difficulties he would meet in attempting the present question

(a) I heard it from the landlord, *who* (=and he, co-ordinating force) heard it from the policeman. The exp beginning with *who* is an implied co-ordinate sentence, and therefore the whole is a compound sentence, though apparently a complex one. *Abbot p 164, Nesfield p 282, Bain p 34, Q 110 ante*

(b) I heard it from the boy *that* cleans the boots *That* has

a restrictive force, and indicates that the speaker heard it from a particular boy, namely, *the boy who cleans the boots*. The exp introduced by *that* is therefore an adjective (subordinate) clause, attributive adjunct of *boy*. The sentence is, therefore, a *complex sentence*.

(c) I ought not to have been beaten by John *who* (=since he) had never beaten me before. As *since* is a subordinating conjunction, the exp introduced by *who* (which is here equivalent to *since he*) is an *implied subordinate (adverbial) clause*, and the whole is a *complex sentence*.

(d) Why I shall consult Charles *who* (=for he, seeing that he) knows nothing of the matter? For the same reasons as those given under (c) the exp introduced by *who* is an *implied subordinate (adverbial) clause* and the whole, therefore, is a *complex sentence*. Cf Bain, p 34.

240 G How would you analyse the following expressions in italics?

(a) *Not knowing the value of his prize*, he threw it away

(b) I saw the ship *sailing into harbour*

(c) *Sailing too near the rocks*, the ship went down

(d) Yesterday I saw a schooner here, *which has now sailed away*

(e) The schooner *that was here yesterday* has sailed for Lisbon

Ans The principal difficulty in the analysis of sentences consists in distinguishing between, *particles implying an adverbial force*, and *particles implying an adjectival force*. The same difficulty exists in distinguishing between a relative clause involving an *implied co ordinate sentence*, and a relative clause involving an *implied subordinate (adverbial) clause*, as already explained in answers to Q. 207B. See also Q. 207E, 240E, and 240F.

(a) *Not knowing the value of his prize*, he threw it away = Since he did not know the value &c. Hence the participial expression is to be analysed as an adverbial phrase, *adjunct* (expressive of cause) of the predicate, *threw away*. See Q. 207B.

(b) I saw the ship *sailing into harbour* = I saw the ship *that was sailing* &c. Hence the participial expression is an attributive adjunct of the object *ship*. See Q. 207B.

(c) *Sailing too near the rocks*, the ship went down = Because she sailed too near the rocks &c. The participial phrase is here an *adverbial adjunct* (expressive of cause) of the predicate *went down*. See Q. 207B.

(d) Yesterday I saw a schooner here, *which has now sailed away* (=and it, or, but it has now sailed away). The italicized expression is an *implied co ordinate sentence*, and the whole sentence is compound and not complex. See answers to Q. 240E, 240F and Q. 207E.

(e) The schooner *that was here yesterday* has sailed for Lisbon. The portion in italics is a (subordinate) adjective clause, and there-

fore an attributive adjunct of *schooner* See answers to Q 240E, Q 240F, and Q 207F See also Abbot

240 H In the examples (a) to (m) given under Q 208A, find out the clauses (if any) and state whether they are noun, adjective, or adverbial in character State also whether the sentences in which they occur are simple, complex, or compound.

Ans (a) *If we had but a king*—subordinate adverbial clause denoting *condition* and modifying *should be peaceful* Complex sentence (b) *In the hope enemies*—adverbial expression of *purpose* modifying *did* and containing a noun clause *viz.*, *that they thus etc.*, (case in apposition with *hope* and therefore an attributive adjunct to *hope*) Complex sentence. (c) *If I might do this*—adverbial clause of *condition*, mod *should be satisfied* Complex sentence (d) *That he might come*—noun clause, object of *said* The whole is a compound sentence composed of (1) *He said that he might come* (complex sentence) (2) *But he did not come* (simple sentence) Note that *but* is a co-ordinating conjunction introducing a co-ordinate sentence (See Q 177A) (e) *That might go out*—noun clause, object of *said* Complex sentence. (f) This is a compound sentence composed of two simple sentences (1) *you might have done this* and (2) *but you would not (do this)* (g) *Al though* is a subordinating conjunction of *condition* (See Q 177) Therefore, *although he could easily have done it* is an adverbial clause (of *condition*) modifying the (*principal*) predicate *would not (to) help* Complex sentence (h) *Even though centuries*—adverbial clause (of *condition*) mod *would (to) be closed* (See Q 177, 177A) Complex sentence. (i) *If put*—adverbial clause (of *condition*) mod *would (to) have been closed* Complex sentence (j) *If up*—adverbial clause mod *would (to) have remained open* (k) *As if*—subordinating conjunctive phrase (See Q 240B and Q 177) Hence *as if he were mad* is an adverbial clause (of *manner*) mod *talks* In reality however, the sentence is an elliptical one when expanded, it stands thus —He talks *as (he would talk) if he were mad* The clause *if he were mad* is a subordinate adverbial clause of *condition* mod the predicate *would (to) talk* For such elliptical or contracted expressions, see Q 240, 177 B, Q 202 (4) (5), (8), (11) and (14) The whole sentence is complex. (l) *As if he had been mad*—adv clause (of *manner*) mod *talked* See the previous example (k) and Q 202 (8) (m) The first sentence is compound, composed of (1) *everybody here says what he likes* (complex) and (2) *there is as much frogs* (complex) (1) *What he likes*—noun clause, object of *says* (2) Here [cf k and l above and Q 202 (8)], the *as* in *as if etc.* is a correlative of the first *as* in *as much* [Cf Q 202 (4), (5) and Q (240)] Thus —There is *as* (adv mod the adj *much*) *much uproar as (there would be much uproar) if we were a set of noisy ducks instead of being quiet respectable frogs* Here *if we were &c.* is an adv

clause (of condition) modifying the pred *would be*, and *as there would be much uproar* is an adv. clause mod *as* in *as much*. Note that the expression *instead of being &c* is an adv. phrase mod the predicate in the clause *if we were etc*.

The second sentence is an elliptical or contracted complex sentence when expanded it stands thus —A king would set us to rights (*if we had one*). Here *if we had one* is an adv. clause (of condition) mod. *would set to rights*.

Note—For fuller hints, see answers to Q 208A

240I In the examples (n) to (zm) given under Q 208A, find out the clauses (if any) and state whether they are noun, adjective, or adverbial. State also whether the sentences in which they occur are simple, complex or compound.

Ans (n) The first is a simple sentence. The second is a complex sentence containing the subordinate adjective clause "*who might keep up in order &c*"

(o) The first sentence is a simple sentence, there is no clause in it. The second, *If he had etc*, is a contracted complex sentence, being equal to "*if he had wished to insult us* (subordinate adverbial clause of condition, modifying *could not have treated*) *he could not have treated us more contemptuously than he had treated us contemptuously* (adverbial adj. of degree modifying adv. *more*) *We should not etc*—complex sentence. *If he had then*, subordinate adverbial clause of condition, modifying the predicate *should not have minded*.

(p) Here *who=and he*, when expanded it stands thus—(a) Jupiter next ordered a stork to be their king, and (b) he ordered that *etc*—(a) is simple, (b) is complex, containing the noun clause (c) *that no frog etc* (object to *ordered*) (d) contains another subordinate adverbial clause of time, *while he was asleep*, which modifies the verb *should croak*.

(q) Complex sentence contains the subordinate adverbial clause of purpose, *that we may have etc*, modifying the predicate *is worth while*.

(r) Contracted complex sentence when expanded it stands thus—If he says that, he is more ignorant than I supposed him to be ignorant. Here *if he says that* is a subordinate adverbial clause of condition modifying the predicate *is more ignorant*. *Than I supposed etc*—adv. cl. mod. correlative adverb *more* which mod. the adj. *ignorant*.

(s) Complex sentence containing the noun clause *that I should suffer etc*, which is in apposition to the subject *it*.

(t) Complex sentence containing the noun clause *that I should suffer* (in apposition to the subject *it*).

(u) Complex sentence. It contains the subordinate adverbial clause (expressing reason) *that my son should etc*, modifying the predicate *am sorry*. *That=* because.

(v) Complex sentence, containing the subordinate adverbial clause of condition *if the boy should learn his lessons*, modifying the predicate *should (to) be praised*

(w) Complex sentence. The sentence is in the infinitive mood. The subordinate adverbial clause *if he is not guilty* is not expressive of condition but of cause. *If—(here) since as*

(x) Complex sentence. The word *that* introducing the clause is dropped here. (*That*) *he were as clever as John*—noun clause, object to the predicate *wish*. *Were* = subjunctive of *wish*

(y) Compound sentence. It contains two simple sentences.

(z) Simple sentence

(za) All the sentences in it are simple

(zb) Compound sentence containing two simple sentences

(zc) Complex sentence containing the noun clause *whether the prisoner be innocent*, subject to the predicate *is uncertain*

(zd) Complex sentence containing the subordinate adverbial clause *whether the prisoner is guilty* (denoting cause), modifying the predicate *deserves*

(ze) Complex. The subordinate adverbial clause of condition *though the vase etc* modifies the predicate *broke*

(zf) Complex sentence. The difference between this and the preceding sentence is that in this case the vase was not made of steel, while in (ze) it was actually made of steel. It contains the subordinate adverbial clause of condition *though the vase were made etc* modifying the predicate *would break*

(zg) This is a complex sentence, containing the noun clause *that my room be got ready* (object to the predicate *see*)

(zh) The first is a complex sentence, containing the adverbial clause of end or purpose *lest you fall*, modifying the predicate *be ware*. The second is also a complex sentence containing the subordinate adverbial clause of consequence *that* (=in order that) *you thirst not*, modifying the predicate *drink*. In both these sentences as well as in the sentence (zg) the subject *you* is understood

(zi) The first is a contracted complex sentence. When expanded it stands thus —I would (expressing *wish*) that I were a bird. The noun clause *that I were a bird* is object to the predicate *would* which is here a principal verb and transitive. The second sentence *unless he behave etc* is also a complex sentence, containing the subordinate adverbial clause of condition *unless he behave better*, modifying the predicate *will (to) be punished*. The third sentence *except ye repent etc* is also a complex sentence containing the subordinate adverbial clause of condition *except ye repent* modifying the predicate *shall (to) perish*

(zj) Complex sentence containing the subordinate adverbial clause of condition, *though the law is severe*, modifying the predicate *must obey*

(zk) Complex sentence, containing the subordinate adverbial

clause of condition *if at the close of the holiday etc* modifying the predicate *was happy* (Here) *if* = *though*

(21) Complex sentence containing the noun clause *that if I was not clever I was not lazy*, object to the predicate *said* The noun clause *that if I was not etc* contains another clause, an adverbial clause of condition, *if I was not clever*, modifying the verb with its complement *was not lazy* (Here) *if* = *though*

(22) The first sentence is a complex one containing the subordinate adverbial clause of condition *if I were not clever* modifying the predicate *should (to) gain* The second sentence *we wish etc*, is a complex sentence containing the noun clause *that* (which is dropped here) *it were fine*, object to the predicate *wish* The third sentence is a simple sentence

Note — *For fuller hints, see answers to Q 208A*

240J — Are the examples from (a) to (r) given under Q 207E, simple, complex, or compound? Give your reasons

Ans Note 1 — Before proceeding to answer this question, the student is requested to carefully go through Q 207 E, Note and Q 240E, 240F, and 240G It is sufficient here to point out that the words *who*, *whom*, *which*, *when*, *where*, sometimes mean *and he* or *and she* or *and they*, *and him*, or *and them*, *and his*, *her*, *its*, *their*, *and it* or *and they*, *and then*, *and there* respectively In such cases, the expressions introduced by *who*, *whom*, *whose*, *which*, *where* and *when* are really *co ordinate sentences* (implied), and the whole sentence is compound But where, *who*, *whose* *whom*, *which*, *when* and *where* are joined *adjectivally* to noun or noun equivalents, the expressions which they introduce are *subordinate adjective clauses* (See Q 206), and the whole sentence is necessarily *complex* Again *who*, *whose*, *whom*, *which*, *when* and *where* may mean in some cases *for he*, or *she*, or *they*, *for his*, *her*, *its*, *for him*, *her*, *it*, *for it* or *they*, *for then* *for there* in these cases, the expressions introduced by *who*, *which*, *when*, *where* etc are subordinate adverbial clauses (denoting cause), *for* being a subordinating conjunction of reason and the whole sentence is necessarily *complex* (See Note Q. 240E) Again there may be sentences in which the expression introduced by *when* and *where* are simply subordinate adverbial clauses of time and place respectively Thus—(1) *When the soldiers arrived* (adv cl of time mod. *dispersed*), the mob dispersed (2) I will go with him *where he goes* (adv cl of place mod. *will go*) (See Q. 229) Lastly, *when* *where* may introduce *noun clauses* See Q 226 and 199 I In the last two cases, the whole sentence is *complex*, for it contains a subordinate (adverbial, or noun) clause

Note 2—*For fuller reasons for the answers following, the student is requested to consult the more detailed hints given under Q 207 E*

(a) *Which*=and it Compound sentence. (b) *Which*=and it or this Compound sentence (c) *Which*=and it or this Compound sentence (d) *Of which*=and of this Compound sentence (e) *To whom*=and to them, Compound sentence (f) *For whom*=and for her, Compound sentence (g) *As a man in exile*=as (they looked upon) a man in exile (adv. cl. of manner modifying *looked*) *That he officiated etc.*, subordinate adj cl qualifying *years* Complex sentence. (h) *In which case*=and in that case, Compound sentence. (i) *Where*=and there Compound sentence. (j) The sentence=He never saw me in time, as was always the case. Here, as=which=and this Compound sentence. (k) *Which*=and these (or places, antecedent) Compound sentence. (l) *To which*=and to that Compound sentence (m) *By which Banquo was to pass*, adj exp qualifying *way* Therefore the first portion of the sentence *the way murderers* is complex *Who*=and they Compound sentence. The whole sentence is compound, containing three principal co ordinate sentences (a) The way by which Banquo was to pass was beset by murderers (b) they stabbed him and (c) in the scuffle Fleance escaped (n) *Who afterwards filled the Scottish throne*, adj cl qualifying the noun *race* Therefore the first portion of the sentence is complex Under *whom*=and under *him* Compound sentence Here *and* does not join sentences but words The whole sentence is compound containing one complex and one simple sentence (o) *Where*=and there. *Who*=for they *By which*=and by these The whole sentence is compound containing the three sentences —(1) Macbeth heath (b) *and* there they who knew by foresight charms, and (c) by *these* they conjured etc (b) is complex containing the subordinate adverbial cl. of reason *who knew by foresight of his coming* modifying the predicate *where engaged* (p) In the first sentence *when* introduces a subordinate adv cl of time modifying the predicate *found* Complex sentence In the second sentence, *when*=and then Compound sentence (q) *Which*=for he. Complex sentence (r)—(1) *Which*=though it Complex sentence (2) *When*=and then *Which*=and this The second *which*=and this (account) The whole is a contracted compound sentence When expanded it becomes — (1) One day I took up a newspaper (2) I was then in the reading room (3) the newspaper contained meeting (4) the account amused me greatly

240K Are the examples from (s) to (se) given under Q 207E, simple, complex or compound? Give your reasons

N B For hints refer to the notes (1) and (2) to Q 240J and the answers given under the Q 240F (s) *Who*=because they Complex sentence. (t) *Which*=and this *Where*=and there *Of which*=and of it Compound sentence containing three simple sentences (u) *Where*=and there. *Who*=and they Each of *whom*=and each of them Compound sentence, containing five simple sentences (v) In the first sentence, *when the soldiers arrived* is a sub

adv cl modifying the predicate *dispersed* Therefore this is a complex sentence. In the second sentence, *when*—and then Compound sentence. (w) *When*—and then Compound sentence (1) *Where*—and there. Compound sentence (y) *Which*—and it *When*—and then Compound sentence containing three simple sentences (s) (1) *Which*—and it. Compound sentence. (2) *Which*—and this Compound sentence (3) *Which*—and this Compound sentence. (4) *Which*—and this Compound sentence (5) *Which*—and this Compound sentence. (za) From *whom*—and from *him* *Whom*—and *him* The whole is a compound sentence containing four simple sentences *The hero of Zuthphen and author of Ariadna etc* is a simple sentence because we have not two but one person here referred to *While*—and (zb) *To whom her sons etc*—adj cl qualifying *teacher* *To whom. they etc*—adj cl qualifying *friend* *Whose lightest etc*—adj cl qualifying *ruler* Complex sentence (zc) *As I now do—which I now do—and this I now do* Compound sentence. (zd) *Byron was not so etc*—Byron was not so much country bred as Scott was country bred *As Scott was country bred* adv cl of manner modifying the cor relative adverb (which mod adj *much*) *so* Complex sentence. *Amidst which etc*—adj cl qualifying *scenery* *When a boy—when he was a boy*—adv cl of time, modifying the verb *had been brought up* The whole is a compound sentence containing two complex sentences (ze) *Who* (was etc.)—and he was *Who was created etc*—adj cl qualifying *clergyman* *Who seems etc*—adj cl qualifying *clergyman* The whole is a compound sentence containing a complex and a simple sentence. *So Lord Nelson was the brother of the clergyman who etc*—complex *And he was one of the noblest and most generous of men etc*—simple

240L In the examples from (a) to (o) under Q. 208C find out the more important phrases and clauses and state whether they are noun, adjective, or adverbial in character State also whether the sentences are simple, complex, or compound

Ans NB Before proceeding to answer this question, the student is requested to go through the answers to Q. 208 C where the peculiarities of the sentences given are pointed out and explained

(a) *You had better go*—you would have (it) better to go *To do*—infinitive phrase *adverbially* modifying the adjective *better*

(b) Simple sentence. *To receive etc*—infin phr *adverbially* modifying the predicate *would come* *Would come*—would (to) come *To come*—infin phrase complement of *would* Simple sentence

(c) *That he was a rascal*—noun clause, object to *thought* *For so he was*—Because he was *so* (a king)—adv cl of *reason*, modifying the pred *threw off* The sentence is an elliptical compound sentence—The king threw off the mask, (and we call him king) for so (= a king) he was See Q. 242 G (8)

(d) (1) *Now that (=because) we have arrived*—adv cl. of reason modifying the pred *let (to) take etc.* Complex sentence (2) *That (because) he has passed*—adv. cl. of reason modifying the pred *am glad* Complex sentence. (3) *I must go*—I must (to) go *To go*—infin complement of *must* *That (because) I want to go*—adv cl. of reason, modifying *must (to) go* *That I have an engagement (to go)*—adv cl. of reason, modifying *must go* The whole is complex, though apparently compound See Q 242E (6) (4) *Not that I recollect*—Not a seeing *that I recollect*—I did not see a seeing *that I recollect* Complex sentence (5) *That (=on which) thou eatest thereof*—adj cl. qualifying *day* Complex sentence. (6) *That (=in which) he saw me* adj cl. qualifying *instant* Complex sentence (7) *That they would share equally*—noun clause, in apposition with *agreement* Complex sentence (8) *That a whole etc*—noun clause in apposition with *axiom* *That its statement seems etc*—adverbial clause of degree modifying the adv *so* *At the first sight*—adv phr modifying pred, *seems unnecessary* Complex sentence See Q 240 (9) *That he is a rascal*—noun clause, case in apposition with the subject *it*. Complex sentence (10) *So that*—and therefore, *therefore* being a co-ordinating conj. introducing a co-ordinate sentence, “*so that he was esteemed and beloved by his master and by his companions*” = (therefore) he was esteemed and beloved by his master and he was esteemed and beloved by his companions The exp “*so that companions*” is, therefore a compound sentence made up of two simple sentences And the whole “*He was honest, companions*” is also a compound sentence made up of two compound sentences See Q. 242J (4) (11) *That*—I would that—I wish that *That I had etc*—noun clause adjective to the verb *wish* (understood). *Of a dove*—adj phr qualifying *wings* Complex.

(e) (1) *Beloved by etc* = (Being) beloved by *etc* = because he was beloved by *etc*—phr used adverbially to express reason and modifying the predicate *did not desire etc.* See Q 207B and 240G *Who were good*—adjective clause, qualifying *companions* *To be loved*—infin phr used as noun, object of the predicate *did not (to) desire* Complex sentence. (2) *To be thought, school*—infin. phr used as noun, case in apposition with *ambition*, complement of the incomplete verb *was* Simple sentence. (3) *To be universally liked*—infin phr used like a noun object of the transitive verb *wished* Simple sentence (4) *To do things*—infin phr—an adverbial expression denoting *manner*, modifying the predicate *was led*. *To be wrong*—infin phrase objective complement of *knew* *Because he could not have etc*—adverbial clause of reason, modifying the predicate *was led* *To say no*—infin phr. adjectivally qualifying the noun *courage* *Because he was afraid etc*—adverbial clause of reason, modifying *was led* (Because) *he could not bear etc*—as above *To be laughed at*—infin phr—a noun exp. object of the

transitive complement (*to*) *bear* in *could (to) bear* Complex sentence, though apparently compound See Q 242E

(f) (4) *To be true*—gerundial infin phr and an adv exp mod the adv *too*

240 M In the examples from (g) to (o) under Q 208 C, find out the more important phrases and clauses and state whether they are noun, adjective, or adverbial in character State also whether the sentences are simple, complex, or compound

Ans N B Before proceeding to answer this question, the student is requested to go through the answers to Q 208 C where the peculiarities of the sentences given are pointed out and explained

(g) (1) *His having served etc*—noun phrase, subject of the predicate *is known* Simple sentence. (2) *His being etc*—noun exp—phrase—subject of the predicate *is against him* Simple sentence

(3) *His having neglected etc*—phrase—used as a noun—object of the phrase *on account of*, which has the force of a preposition Simple sentence.

(4) *His being ill treated*—phrase used as a noun—object of *in spite of*, which has a prepositional force Simple sentence.

(5) *That he was ill treated*—noun clause object of *notwithstanding* Complex sentence.

(6) *His being ill treated*—noun exp—phrase—object of *notwithstanding*

(7) *His being the younger brother etc*—noun phrase, object of prep *of* Simple sentence

(h) This is a contracted complex sentence = Two heads are better than one (*head is good*) See Q 240 (4) *What you say*—noun clause subject of the predicate *is true* Complex sentence See Q 237 (5) *What he should do*—(*that*) *what he should do*—noun clause object of the predicate *did not (to) know* (6) *What you said*—noun clause, object of *asked* (5) and (6) are complex sentences

(i) (4) *At home*—adverbial phrase complement of *were* Simple sentence

(j) (1) *Do*—to do infin phr complement of the incomplete verb *date* Simple sentence The same in the other sentences

(k) *Need not (to) do it* *To do*—infin phr—complement of the verb of incomplete predication *need*

(m) *That he has been plucked*—adverbial clause of reason modifying the predicate *is sorry* See Q 260L (d) Complex sentence

(n) *Generally speaking*—adv phr used *impersonally* Simple sentence See Q 224 (10) *To find it*—adv phr modifying the adj *surpr* Simple sentence. *Every day*—adverbial phr of time modifying *go* *Seven times a week*—adv phr modifying *go* Simple sentence

(o) *Come as soon as possible* = Come as soon as it is possible
As it is possible—adv cl modifying adv *as* in *as soon* See Q 240
 Complex sentence. *Come if possible* = come if it is possible to come
If it is possible—subordinate adverbial clause of condition, modifying *ing to come* Complex sentence

240 IV Analyse

(a) He was suspicious that he might be deceived

(b) I am aware that he is doing well

(c) I am aware of his doing well

(d) I insist that he should do it

(e) I insist upon his doing it

(f) (1) It is necessary that he should do it

(2) It is impossible that he should do it

(g) He asked me whether I had said that I should not come

(h) The man that ought to have met me at the station when I got out was not to be found

(i) He strove to do it

(j) He used to do it

(k) He tried to do it

Ans Hints See Q. 220 (g) and (239).

(a) *That (=because) he might be deceived*—adv cl of reason modifying the predicate *was suspicious* (b) *That he is doing well*—adv cl of reference adjunct to *am aware* (c) *Of his doing well*—adv phrase of reference, modifying the predicate *am aware* (d) *That he should do it*—adv clause of reference, adjunct to *insist* (e) *Upon his doing it*—adv phr. modifying the predicate *insist* (f) (1) *That he should do it*—noun cl in apposition with the subject *it* (2) *That he should etc*—noun cl in apposition with the subject *it* (g) *Whether should not come*—noun clause—dir object of *asked* *Me*—indir. object, and therefore an adv adj of *asked* See Q 240 A *That I should not come*—noun clause, object of *had said* (h) *That ought to have met etc*—adjective clause qualifying *man* *When I got out*—adv clause of time, modifying *ought to have met* *At the station*—adv phr of place, modifying *ought to have met* (i) *To do it*—adv phr of reference, modifying the intransitive *strove* (j) *To do it*—adv phr of reference modifying the transitive verb *used* (k) *To do it*—infin. phr used as a noun, object of *tried*

240 O Analyse

(a) What you say is true

(b) Hari did not know what he should do

(c) I asked what you said

(d) Prospero desired Miranda to tell him what she was looking at.

(e) The man that will not accept what is offered to him by opportunity often has to seek opportunity in vain

(f) I do not know what to admire most—his honesty or his bravery

(g) From what you now see it is clear that you were wrong in your views

Ans Hints—See Q 237, 2080 (h)

(a) *What you say*—noun clause, subject of the predicate *is true*
 (b) *What he should do*—noun clause, object of *did not know*
 (c) *What you said*—noun clause, object of *asked* (d) *To tell him* infin. phr dir object of *desired* *Miranda*—Indir object, and therefore, adv adjunct of *desired* *What she was etc*—noun clause, object of *to tell*—(e) *That will not accept what is offered etc*—adj cl qualifying the noun *man* *What is offered to him by opportunity*—(that) *what etc*—adj clause, qualifying *that* *In vain*—adv phr modifying *has to seek* (f) *What to admire most etc*—noun clause, object of *do not (to) know* (g) *From what you see*—adv phr modifying the predicate *is clear* *That you were wrong etc*—noun clause, case in apposition with *it* (See Q. 240 P)

240 P How would you construe in analysis a phrase or a clause in apposition to a noun or a noun equivalent? Give examples

Ans A phrase or a clause in apposition to a noun or a noun equivalent should be analysed as an *attributive adjunct* of the noun or the noun equivalent

(a) It is singular that you should make that mistake *That you should make that mistake*—noun clause in apposition with *it*, adjunct of subject, *it*

(b) Morality is deeply interested in this that what is immoral shall not be made attractive *That what is immoral etc*—in apposition to *this*—attributive adjunct of *this* (Bain p 288)

240 Q (a) Give examples of complex sentences with only one subordinate clause

(b) Give examples of complex sentences with more than one subordinate clause

Ans (a) (1) I told him *that we should be there* (noun clause)
 (2) who was it *that told you so?* (adj clause)
 (3) He is proud *that he is noble*, (adverbial clause of reason)

(b) (1) He asked me whether I had said, that I should not come.—Two noun clauses, the second clause *that I should not come* being part of the first, namely, *whether come*

(2) Not knowing the value of his prize, the cock gave away the diamond *that he had found for a single grain of barley* (adj cl) *when he saw that the jewel did nothing but shine, and was not good to eat*, (adj cl)

(3) You would have acted wrongly (adv cl) *if you had refused help* to the friend *from whom you obtained help* (adj clause *when you needed it* (adv clause)

(4) Examples under Q 240 V

240R Analyse a sentence (of your own making) with two subordinate clauses.

Ans When you have arrived at your decision, you have to consider how you shall convey it

The sentence is a *complex* one

i Subject—*You*

ii Predicate—*Have* (= incomplete verb) *to consider* (= complement)

iii Object of complement—*How you shall convey it* (= a noun clause) (a)

iv (a) Adverbial adj. of predicate—When you have arrived decision (b) (adverbial cl)

N. B — *It is very easy to analyse (a) and (b)*

240S Analyse the following complex sentence with two subordinate clauses

"Addison is now despised by some who perhaps would have never seen their defects, but by the lights which he afforded them"

Ans This is an instance of a *complex sentence*

i Subject—*Addison*.

ii Predicate—*Is despised*

iii Adv. adj of pred — *Now*, *by some who perhaps . them* (a)
Analysis of (a)

Who perhaps would them—An adjective clause adjunct to *some*

i Subject—*Who*.

ii Predicate—*Would* (incomplete verb) + *(to) have seen* (complement)

iii Object of complement—*Defects*

iv, Attributive adj of iii—*Their*

v Adverbial adj of pred — (1) *Never* (2) *But* (= except) by the lights *which he afforded them* (b)

Analysis of (b).

This is an *adjective clause*, adjunct of *lights*

i Subject—*He*

ii Pred — *Afforded*

iii Object—*Lights*

iv Adv. adj — *Them* (Indirect object) See Q 240 A.

240T Give examples of elliptical or contracted complex sentences

Ans For examples see Q. 240

240U. Analyse the following contracted complex sentence

"After his death was published a second volume of fables, more political than the former" (1874)

Ans This is an instance of an elliptical complex sentence. When expressed in full, it stands thus — *After his. ...fables, more political than the former was political* See Q 240

i Subject—*Volume*

ii Attributive adj of subj—*A, second, of fables more political*

iii Predicate—*Was* (verb of incomplete predication) + *published* (complement)

iv Adv adj of Pred—*After his death*

More political than the former was political may be thus construed —

Political = Attr adj of *fables* *More* = Adj of *political*
Than the former was political = An adverbial clause of comparison introduced by *than* and an adjunct of the adverb *more* (see Q 240)

240 V Give examples of complex sentences with a number of subordinate clauses—each depending upon the one preceding it.

Ans (1) Socrates was declared by the oracle to be the wisest of men, because *he knew that he knew nothing*

(2) Socrates said that *he was declared by the oracle to be the wisest of men merely because he knew that he knew nothing*

(3) Though you asked me *when I would come and pay you the visit that I had promised*

(4) *The examples under Q. 240Q (1)*

240 IV Analyse —Two and two makes four

Ans This is a simple sentence

i Subject (= compound subject)—*Two and two*

ii Predicate—*Makes* (incomplete verb) + *four* (complement)

Note —*Two and two* is a compound subject. It would be a mistake to suppose that it is a contracted compound sentence, since it would be absurd to construe the sentence thus —*Two makes four and two makes four*. See Q 241 D

241 A Give examples of compound sentences made up of two or more simple sentences

Ans (1) (a) The minister was waylaid by a gang of bullies and (b) his nose was cut to the bone

(2) (a) He was diligent therefore (b) he succeeded

(3) (a) I came (b) I saw, (c) I conquered

(4) (a) John was brave, but (b) James was a coward

(5) (a) Life passes, (b) riches fly away, (c) popularity is fickle, (d) the senses decay, (e) the world changes, (f) friends die

NB All the co-ordinate conjunctions may be made use of in forming compound sentences (See Q 117)

241 B Give examples of contracted compound sentences made up of two or more simple sentences

Ans (1) Danby knew the English people and (b) the House of Commons = (a) Danby knew the English people and (b) Danby knew the House of Commons

(2) The soldiers advanced and retired in good order = (a) The soldiers advanced in good order, and (b) the soldiers retired in good order

(3) Frogs and seals live on land and in water = (a) Frogs live on land (b) frogs live in water (c) seals live on land (d) seals live in water

(4) I am the first and the last = (a) I am the first, and (b) I am the last

241 C What kinds of sentences are the following?

(1) We neither adopt nor condemn the language which the great orator employs

(2) The two men shook hands and departed

(3) I saw John yesterday and Thomas the day before

(4) I have as many apples as you

(5) He is taller than I

Ans (1) The sentence = (a) We do not adopt the language which the great orator employs and (b) we do not condemn the language which the great orator employs The sentence is a *contracted compound* one, composed of two complex sentences

(2) The sentence = (a) The two men shook hands and (b) the two men departed *Contracted compound sentence*

(3) The sentence = (a) I saw John yesterday and (b) (I saw) Thomas the day before *Contracted compound sentence*

(4) The sentence = I have as many apples as you (have apples) *Contracted complex sentence see Q 240, 240 T*

(5) The sentence = He is taller than I (am tall), *Contracted complex sentence, see Q 240 and 240 T.*

241 D Give examples of sentences which appear to be contracted compound sentences made up of simple sentences, but are really simple in character

Ans —Note—The student will always remember that the true test of a compound sentence is whether it can be split up into two or more independent sentences, joined together by co-ordinating conjunctions or co-ordinating conjunctive phrases. (See Q 177 A, Q 177 D, Q 240 C) The examples given under Q 240 and Q 241 C show that in many cases the compound sentence is *contracted* or elliptical; in which case it must be expanded, before it is split up into its component parts or independent sentences. Sentences which appear to be compound, but are really simple are those which contain co-ordinating conjunctions or conjunctive phrases joining not two independent sentences, but only two nouns or adjectives or adverbs or other phrases, forming a *compound phrase* in thought. If, however, instead of taking them to be *compound* phrases incapable of being split up, we actually split them up, we will find that the process will lead to an absurdity (in thought); e. g. to a meaning which is not intended to be conveyed by the sentences. The following examples will sufficiently clear up the point. See Q 242 E.

Ans (1) 'The Popish plot, the murder of Godfrey, the infamous inventions of Oates, the discovery of Colman's letters, had excited the nation to madness'.

This is a simple sentence with a compound subject, because "the Popish plot, the murder of Godfrey, etc." *did not* separately excite the people to madness but *they together or collectively* "excited the people to madness" Here *and* understood before the "discovery of Colmans" joins not two independent sentences but only a number of nouns forming one compound subject *Hence the sentence is simple*

(2) "A tyrant tramples on the liberties and religion of the realm"

A tyrant tramples on the
{ liberties
and
religion } of the realm

'And' here joins two nouns forming a compound object of *on* and does not join two independent sentences. *Hence the sentence is simple*

(3) I will vex you with none of these well meant but wearisome little falsehoods

I will vex you with none of these
{ well-meant
but
wearisome } little falsehoods

'But' here contrasts two adjuncts, and the whole expression *well-meant but wearisome* is evidently one compound attrib adj of *falsehood* *The sentence is simple*

(4) Essex added a yet sadder and more painful story to the bloody chronicles of the Tower

Essex added a { yet sadder
and
more painful } story to the bloody chronicles of the Tower

'And' here joins two adjectives, and not two independent sentences Thus *a, yet, sadder and more painful*, is to be taken as one compound adjunct (*attributive*) of *story* *Hence the whole sentence is simple*

(5) Temple resolved to be safe, to enjoy himself, and to let the world take its course.

Temple resolved { to be safe (and)
to enjoy himself
and
to let the world
take its course }

The object is compound, its members being joined by *and*

The sentence is not to be taken as a contracted compound sentence. Thus "Temple resolved to be safe", (and) "Temple resolved to enjoy himself," (and) "Temple resolved to let the world take its course." The student will at once see that what Temple resolved on was not three separate things but only *one thing*, though in the sentence as it stands, it appears to be three and not

as one "To be safe and to enjoy himself and to let the world take its course" together her convey one undivided something on which Temple resolved. (See Mr Goyen's Composition from which the examples have been taken)

Note also that the example, "Two and two make four" is another such example (Q 240 W)

242 A Give examples of compound sentences made up of two or more complex sentences

Ans (1) (a) We doubt greatly *whether Mr Southey's poems will be read fifty years hence*, but (b) we have no doubt whatever *that, if they are read, they will be admired*

The parts in italics are subordinate clauses, (a) and (b) being two (principal) co-ordinate sentences

(2) (a) *Till he had a wife* he could do nothing and (b) *when he had a wife* he did whatever he chose

The parts in italics are subordinate clauses, (a) and (b) being (principal) co-ordinate sentences

Till he etc—sub adv cl of time modifying *could* (to) *do* *When he had etc*—sub adv cl of time modifying *did* *Whatever etc*—noun clause—object of *did*

(3) (a) Fitzgerald, *as soon as the army was landed*, retired into the interior but (b) *finding, that the deputy lay idle within the walls*, he recovered heart

The parts in italics are subordinate clauses (a) and (b), being co-ordinate sentences

(4) (a) *Who so keepeth the law* is a wise son, but (b) *he that is a companion of riotous men* shameth his father

The parts in italics are subordinate clauses. In the sentence the first is a noun clause, subject to *is a wise son*, the second is an adj cl qualifying *he* (a) and (b) are the (principal) co-ordinate sentences

(5) (a) A certain courtier, *while in the very act of speaking to the king about certain affairs of state* was stung by a scorpion, but (b) the man, *though badly bitten and suffering much pain*, kept his face unmoved, *until the king had finished speaking*

The parts in italics are subordinate clauses, and (a) and (b) are principal sentences

242 B Give examples of contracted compound sentences made up of two or more complex sentences

Ans (1) Hastings knew that the favour of his employers depended chiefly on their dividends, and that their dividends depended chiefly on their investments

The sentences=Hastings knew *that the favour . dividends* (noun clause object of *knew*) and Hastings knew *that their dividends etc* (noun clause object of *knew*)

(2) Hastings' counsel desired that the manager 'should' open all the charges and produce all the evidence.

Here the sentence=(a) Hastings' counsel desired *that the manager should open all the charges* and (b) Hastings' counsel

desired *that the manager should produce all the evidence* (Noun clauses, object of *desired*)

(3) He is an honest man, though poor, and industrious, though old and rather infirm

The sentence = He is an honest man though (he is) poor and (he is an) industrious (man) though (he is) old and rather infirm

Though he is etc —adverbial clauses of *condition*—modifying *is an honest man* in one case and *is an industrious man* in the other

(4) Cromwell was shrewd enough to perceive where the strength of the king's party lay and at what point it could be best easily attacked and how it could be best resisted [See Q 199 I 229 B (r)]

The sentence = (a) Cromwell was shrewd enough to perceive lay and (b) *Cromwell was shrewd enough to perceive* at what point it could be best easily attacked and (c) *Cromwell was shrewd enough to perceive* how it could be best resisted

Where the strength etc —noun clause, object of *to perceive*

At what point attacked, object of *to perceive*. *How it would be etc* —the same as the above.

242 C What kinds of sentences are the following ?

(1) The rabbit is about as large as a cat but it has a shorter tail than a cat and much longer ears

(2) A rabbit cannot run so well as a hare ; but it is more skilful than a hare in digging the ground and boring holes under the earth

(3) Whether resistance to rulers is proper or improper, or what the limits of such resistance should be, depends upon whether the said rulers have exercised their authority lawfully or not
See Q. 199 I (v) and Q 229 B (v)

(4) Traces, not of her participation only, but of her own originating hand, were visible in every trouble which had distracted Scotland.

Ans (1) The sentence = The rabbit is about as large as a cat *is large*, but *it has* a shorter tail than a cat *has a tail* and *it has* much longer ears *than a cat has long ears* Contracted compound sentence containing three complex sentences (See Q 240)

(2) The sentence = (a) The rabbit cannot run so well as a hare *can run well*, but (b) it is more skilful than a hare *is skilful* in digging the ground and (c) *it is more skilful than a cat is skilful* in boring holes under the earth

The sentence, therefore is a *contracted compound sentence* containing three complex sentences (See Q. 240)

(3) Whether resistance to rulers is proper or improper depends upon *whether the said rulers have exercised their authority lawfully* or not, or (b) what the limits of such resistance should be *depends upon whether the said rulers have exercised their authority lawfully* or not This is a *contracted compound sentence* containing two complex sentences (a) and (b)

(4) The sentence = (a) Traces, not of her own participation only were visible in every trouble *which had distracted Scotland*, but (b) traces of her own originating hand were visible in every trouble which had distracted Scotland. This is a *contracted compound sentence* containing two complex sentences (a) and (b.) *Not only—but* is a co-ordinating conjunctive phrase, which can join only co ordinate sentences. (See Q 240 C and Q 177 D. *The whole sentence is, therefore, compound*

242 D What kinds of sentences are the following ?

(1) Blessed is the man that walketh not in the counsel of the wicked, nor standeth in the way of sinners, nor sitteth in the seat of the scornful

(2) The country was divided into counties and the counties placed under Magistrates

(3) Nothing can describe the confusion of thought which I felt when I sank into the water

(4) We may not suffer from work itself, but from want of work

(5) In his seventieth year, Louis Carnaro had a fall by which he broke an arm and leg

(6) I am an ascetic, neither in theory nor in practice

(7) There's many a heart not half so free from care as humble poverty.

(8) His brow was wrinkled, his lip compressed, his eyes full of a strong calm *

(9) Even as a driver checks a restive steed, so do thou, if thou art wise, restrain thy passion, which if it runs will hurry thee away

(10) Every composition is fairly liable to criticism both in regard to its design and to its execution

Ans (1) *Nor = and not Contracted compound sentence* containing three complex sentences,

(2) *Contracted compound sentence* containing two simple sentences

(3) (See Q 241 B) *Complex sentence Which I felt etc —* adj cl modifying *thought*.

(4) *Compound sentence* containing two simple sentences

(5) *Implied compound sentence*, containing three simple sentences *By which = and by this = and by the ball* (See Q 207 E and 240 K)

(6) *Nor = and not Compound sentence* containing two simple sentences

(7) *Contracted complex sentence* (See Q 240).

(8) *Compound sentence*, containing three simple sentences

(9) *Complex sentence*

Even as etc.—adv clause of *manner* modifying *do (to) restrain*
If thou art, wise—adv clause of *condition* modifying *do restrain*
Which = for it. Which (= for it) will hurry thee away—sub adv cl of *reason* modifying *do restrain* (See Q 207 E, Note and Q 240)

(10) *Compound sentence*, containing two *simple sentences*

242 E Give examples of sentences which appear to be compound sentences made up of complex sentences but are really complex in character

(Before attempting this question, the student is requested to go through the note given under Q 241 D, where the subject has been fully discussed)

(1) *The owner of the tank, when he beheld what seemed to be a dead jackal carried the body into the jungle and there flung it down*

The portion in italics cannot be split up into two coordinate parts. For,—(a) the owner of the tank, when he beheld what seemed to be a dead jackal carried the body into the jungle and (b) the owner of the tank when he beheld what seemed to be a dead jackal, *there flung it down*,—would be an absurdity

(2) When Hastings had passed many years in retirement, and had long outlived the common age of men, he again became for a short time an object of general attention

Hastings' passing many years in retirement and his outliving the common age of men are *not two separate things*. The whole clause, *when Hastings age of men* expresses only *one idea*

(3) Even to the present day Cromwell's character, though constantly attacked and scarcely ever defended, is popular with the great body of our countrymen

'*Constantly attacked*' and '*scarcely ever defended*' express, very nearly, the same fact. The whole clause, *though constantly etc*—forms only *one* adv cl of condition

(4) He that bullies those who are not in a position to resist him may be a snob, but cannot be a gentleman '*Being a snob*' and *not being gentleman*' express one idea

(5) His primary object in coming to India was, that he might make minute inquiries into the manners, customs, history, and religion of their country

Inquiries into the manners, customs, *etc* are not separate objects, but are included in one object, namely, *the inquiry into everything regarding the people of India*

(6) I want to go now, *not that I want to go, but that I have an engagement*—The portion in italics is one indivisible whole in thought. Complex sentence. See Q 240 L (a) (3)

(7) Example 208 C (e) 4 and 240 L (e) 4.

242 F What kinds of sentences are the following ?—

(1) If I do not speak of them, it is because they do not come within my subject and not because they are lightly esteemed by me

(2) We find in existing school an education for our children which meets our wants and is not beyond our means

(3) The chief reason why the condition of savage mountaineers

and the lower orders in all countries is so bad, is that they receive no education.

(4) Up to this time he had not the faintest idea that Eriana had conceived a deadly animosity and hatred against him

(5) Their misery at this time knew no bounds, and there was no knowing when it would end

(6) She made a permanent arrangement for maintaining that helpless family in a respectable style and giving the little children good education

(7) Under the influence of jealousy and envy, she began continually to meditate *in what way she could injure them* and by *what means she might bring about a separation between them*

(8) At this time he framed a number of questions and sent them round to the Collectors, in order that the answers which they might return (to those questions) might give him an insight into the mysteries of the subject of land-revenue

(9) The appearance of a man who had been among the most distinguished of a generation that had passed away, who now belonged to history, and who seemed to have risen from the dead could not but produce a solemn and pathetic effect

(10) The Nabab was much frightened at the inconceivable daring displayed on this occasion by Clive and perceived *how formidable was the foe with whom he was contending*

Ans (1) This sentence is apparently compound but in reality complex, the expression "*because they and not because they are lightly esteemed by me*" being one indivisible and compound expression

(2) *Which meets our wants and which is not beyond our means*, describes only one kind of education. The sentence is *apparently compound*, but in reality *complex*

(3) The sentence is *apparently compound* but *really complex*, the expression "*condition of savage orders*" being considered as one indivisible whole and not as a contracted expression. Note the singular verb *is*

(4) *Animosity* and *hatred* describe very nearly the same feelings. The sentence is *apparently compound*, but *really complex*

(5) *Compound sentence* containing a simple and a complex sentence

(6) The sentence is *apparently compound* but *really simple*

(7) The portions in italics do not indicate two independent ideas, but only one thought. The sentence is *apparently compound* but in reality *complex*

(8) The sentence is *compound*, containing a *simple* and a *compound sentence*. Here two separate actions are mentioned, namely *framing the questions* and *sending them*

(9) The sentence is *apparently compound* but *really complex*. The *effect*, which is *one*, is described to be *solemn* and *pathetic*. There are not two or more kinds of effects. All the *adj* clauses introduced by *who* describe one *man*

(10) The sentence is compound, containing a *simple* and a *complex sentence*

Two separate statements are here made with respect to the Nawab—(1) - The Nawab was frightened &c. and (2) The Nawab perceived how formidable &c. , (1) being *simple* and (2), *complex*

242G Give examples of compound sentences made up of one or more *simple* and one or more *complex sentences*, (whether contracted or not)

Ans N B The student must have seen that examples (8) and (10) given under Q 242F are cases in point

(1) The postman who brings my letters walks 8000 miles a year and enjoys the most perfect regularity of health The above sentence is a contracted compound sentence. Thus —

The postman *who brings my letters* walks etc.—*Complex* (and yet) enjoys the most perfect etc.—*Simple*

(2) 'The old subjects of contention had vanished, and those which are to succeed had not yet appeared

The old subjects of contention had vanished—*simple* Those which were to succeed had not yet appeared—*complex*

(3) The pigeons began to move off in a direction quite different from that in which they had arrived the evening before, and at sunrise all that were able to fly had disappeared

The pigeons began to move off in a direction quite different from that in which they had arrived the evening before (*complex*) (and) at sunrise all that were able to fly disappeared—*complex*

(4) Not fifteen minutes had elapsed since Montcalm had first moved on his line of battle, and already all was lost

Not fifteen minutes had elapsed since Montcalm had moved on his line of battle—*complex* , (and) already all was lost—*simple*

(5) 'The boats plied busily , company after company was quickly landed and as soon as the men touched the shore, they swarmed up the steep ascent with great alacrity

(a) The boats plied busily—*simple* (b) company after company was quickly landed—*simple* (and) as soon as the men touched the shore—(adv cl of time) they swarmed up the steep ascent with great alacrity—*complex*

(6) Beware of entrance to a quarrel, but being in, bear it that the opposer may beware of thee.

Beware of entrance to quarrel (*simple*)

But being in bear it so that the—opposer may beware of thee—*complex* (See Q 240)

(7) Duval repeated his determination to go on , but advised the other to return, lest his pale face should betray fear to the Indians and they might take advantage of it.

Duval repeated go on—*simple* (but Duval) advised the other to return lest his pale face should betray of it—apparently compound made up of *complex sentences*, but *really complex* For, the exp lest his pale advantage of it is one indivisible whole.

(8) The king, for so he was, threw off the mask = The king threw off the mask, *and we call him king*, for he was so (= a king) This is, therefore, an elliptical compound sentence consisting of one simple, and one complex, sentence See Q, 240L (c)

242 H Give examples of compound sentences made up of simple and compound sentences.

(1) (a) Such reflections only served to make the miller unhappy (b) he discontinued his former assiduity, he was quite disgusted with small gains, and his customers began to forsake him

(a) is simple (b) is compound, and the whole is a *compound sentence made up of a simple and compound sentence*

(2) (a) Whang the miller was naturally avaricious, (b) nobody loved money better than he or more respected those that had it

Nobody etc = nobody loved money better than he loved money well—(contracted complex), or nobody more respected those that had it than he respected them—(contracted complex sentence) It is a compound sentence made up of two complex sentences See Q 240

(3) (a) The rain descended and the floods came, and the winds beat upon that house, and it fell, and (b) great was the fall thereof

(a) is a *compound sentence* made up of four simple sentences

(b) is a simple sentence The whole, therefore, is compound

242 I Give examples of compound sentences made up of complex and compound sentences

(1) (a) Here is a large ball,—we call it a globe, and the person who made it *thought it was like the world we live on* and (b) I think also it very like the world in shape

Here is a large ball etc. . . we live on—is a compound sentence containing two simple and one complex sentence.

I think also (that) *it is very like the world in shape* = complex sentence. Hence the whole is a compound sentence made up of a complex and a compound sentence

(2) (a) Not enjoyment, and not sorrow is our destined end or way, (b) but to act that each to-morrow find us farther than to-day = Enjoyment is not our destined end or way and sorrow is not our destined end or way—(Contracted compound), (but) to act that (= in order that) each to-morrow find us farther than to-day (we are far) is our end or way—Contracted compound sentence. See Q 240

(3) (a) If you begin stealing a little, you will go on from little to much and soon become a regular thief, and then you will be hanged, or sent over seas, and (b) give me leave to tell you, transportation is no joke.

(a)—is a *contracted compound* sentence made up of four simple sentences (b)—(and) give me leave to tell you (that) *transportation is no joke*—complex sentence containing a noun clause The whole, therefore, is a compound sentence

242J Give examples of compound sentences made up of two or more compound sentences.

Ans (1) At that moment the wind changed, a soft breeze sprang from the south, the mist dispersed, the sun shone forth and (2) under the mild light of an autumnal moon, the fleet turned back, passed round the lofty cape of Berry Head, and rode safe in the harbour of Torbay

Here the sentence is *compound*, being made up of *two compound sentences* (a) is *compound*, made up of *three simple sentences* and (b) is *compound*, made up of *three simple sentences*

(2) (a) "Five hundred years ago men thought that the earth was flat and held upon pillars, and some said that old Atlas carried it upon his shoulders (b) the Hindus, however, felt and still feel quite sure that the earth rests upon the back of a tortoise, (c) when they are asked what keeps the tortoise up, they cannot tell, this puzzles them

This *compound sentence* contains *three compound sentences* (a), (b), and (c) (a) is made up of *three contracted complex sentences* (b) contains *two complex sentences* (c) contains *one complex and one simple sentence*

(3) Charles deliberated long, and determined with coolness but having once fixed his plan, he adhered to it with inflexible obstinacy and neither danger nor discouragement could turn him aside from the execution of it

Charles deliberated coolness—is *compound*, containing two *simple sentences*

(But) having once execution of it—is a *compound sentence* containing one *simple sentence*, namely,—*having once obstinacy*, and one *contracted compound sentence* namely,—*'neither danger from the execution of it'*

(4) Example 208C (a) 10 For reasons, see Q 240L (d) (10)

242 K What kinds of sentences are the following?—

(1) If you had a niece engaged to be married and you thought the match a good one how would you like to see it broken off?

(2) He and I are great friends The great scholar and poet is dead Youth and experience seldom exist together A carriage and pair costs a great deal

(3) There was under a certain part of the foundation of his mill a monstrous pan of gold and diamond buried deep in the ground and covered with a huge flat stone.

(4) We are able to imagine that what it always has been and always will be.

(5) Lives of great men all remind us
We can make our lives sublime,
And departing leave behind us
Foot-prints on the sands of time

(6) when sailors are at sea and are coming near home they

first of all see the tops of high hills in the far distance and cry out 'Land ahead ! Land ahead !'

(7) The soldier claims and is granted, the consideration which accrues to members of an honourable service, the respect which men of character are never slow to render

Ans (1) *Apparently compound* but really *complex* 'If you had ' good one'—*one indivisible clause*

(2) All the sentences are *apparently compound* but really *simple*

(3) The sentence is *simple* though it appears like a compound sentence *Gold and diamond*—is an *indivisible compound expression*, *Buried deep in the ground and covered with a huge flat stone* is also an *indivisible compound expression*

(4) This is a *contracted compound sentence* containing *two complex sentences*

(5) This is a *contracted compound sentence* containing *two complex sentences*, namely, (a), "lives of all great men remind us (that) we can make our lives sublime" and (b) "lives of all great men remind that we can) departing leave etc"

(6) The sentence is *apparently compound* but really *complex* *When sailors near home*—is an *indivisible compound expression* So also, 'they first see the tops etc'—is an *indivisible compound expression*.

(7) The sentence—(a) The soldier claims the consideration which accrues to members of an honourable service and the respect which etc—*complex* and (b) (The soldier) is granted the consideration etc—*complex* So the sentence is a *compound one* containing *two complex sentence*

CHAPTER V.

ON THE CONVERSION OF PHRASES INTO CLAUSES AND VICE-VERSA

242A (1) Turn the following noun phrases into noun clauses

(a) His delay, (b) his rashness, (c) his happiness, (d) of his doing it (e) his failure, (f) his innocence (g) the surrender of the city, (h) his coming, (i) his age (j) his going, (k) his resignation (l) the usefulness of the railway, (m) his immediate dismissal, (n) the wisdom of the decision; (o) the date of his birth, (p) his name, (q) the truth of my statement; (r) the man's being here (s) the recovery of the uncle (t) the roundness of the earth (u) the desirableness of such a measure; (v) the cleanliness of the servant

Ans (a) *That he should (or may) delay (or that he delays etc).*

(*Delay is dangerous* = *That one should delay is dangerous*), (*b*) that he is rash (*His rashness is apparent to all* = *That he is rash is apparent to all*), (*c*) that one should be happy, (*I wish the happiness of all men* = *I wish that all men should be happy*), (*d*) that he did it, (*e*) that he should fail, (*f*) that he is innocent. (He could not prove *his innocence* = He could not prove *that he was innocent*), (*g*) that the city should be surrendered, or surrender, (*h*) Whether he will come (*His coming is uncertain* = *Whether he will come is uncertain*), (*i*) how old he is (Do you know *his age* = Do you know *how old he is*), (*j*) that he should go, (*k*) that he resigned (*His resignation was due to his ill health* = *That he resigned was due to his ill health*), (*l*) that the railway is useful (*m*) that he was (or is etc.) immediately dismissed, (*n*) that the decision is (or was etc.) wise, (*o*) when he was born (*The date of his birth is unknown* = *When he was born is unknown*), (*p*) what he is called, (*q*) that my statement is true (*r*) that the man is here (*s*) whether the uncle will recover (*The recovery of the uncle is doubtful* = *Whether the uncle will recover is still doubtful*), (*t*) that the earth is round (*The roundness of the earth is clearly proved* = *That the earth is round is clearly proved*), (*u*) that such a measure is desirable (*The desirableness of such a measure is obvious to all* = *That such a measure is desirable is obvious to all*), (*v*) That the servant is cleanly (*The cleanliness of the servant pleases the master* = *It pleases the master that the servant is cleanly*)

242K (2) Turn into noun clauses the following noun phrases

(*a*) The architect of that building, (*b*) The author of that work (*c*) The inventor of letters (*d*) The speeches made (*e*) The statement that was made (*f*) The place to which he is gone (*g*) The place the enemy came from, (*h*) The landing place of Caesar (*i*) The period in which Job lived (*j*) The time at which the cathedral was built (*k*) The manner in which Romulus died (*l*) The manner in which he should act. (*m*) The reason of his taking all the trouble (*n*) On what account he is so attentive. (*o*) The reason of the moon's reflecting light (*p*) For what reason he should try (*q*) The reason of its being done. (*r*) The place of being done. (*s*) The omnipotence of God. (*t*) The love of our enemies (*u*) A visit to Bayham Abbey (*v*) Your perplexity (*w*) His love for you (*x*) Such a reward (*y*) About your having a holiday (*z*) The day of his expected arrival

Ans (*a*) Whoever designed that building (*The architect of that building must have been a man of taste* = *Whoever designed that building must have been a man of taste*) (*b*) Whoever composed that work (*The author of that work was certainly a man of learning* = *Whoever composed that work was etc.*) (*c*) Who invented the letters. (*The inventor of letters is unknown* = *Who invented the letters is unknown*) (*d*) What was said (*The speeches made in the House last night were much to the purpose* = *What was said in*

the House etc) (e) What was stated (f) Where he is gone. (*The place to which he is gone is secret = Where he is gone etc*) (g) Whence the enemy came (h) Where Cæsar landed. (i) While Job lived (j) When the cathedral was built (k) How Romulus died (*The manner in which Romulus died is unknown = How Romulus died etc*) (l) How he should act. (m) Why he took all the trouble (*The reason of his taking all the trouble is a matter of mystery = Why he took all the trouble is a matter of mystery*). (n) Why he is so attentive. (o) Why the moon reflects light (*The reason of the moon's reflecting light and not reflecting heat has not been explained = Why the moon reflects light etc*) (p) Why he should try (q) Why it was done (r) Where it was done. (s) That God is omnipotent. (*I should always remember the omnipotence of God = I should always remember that etc*) (t) That we should love our enemies. (u) That we (etc.) visited Bayham Abbey (v) That you are perplexed (*I see your perplexity = I see that you are perplexed*) (w) That he loves you (x) That one should be so rewarded (y) Whether you will have a holiday. (z) When he is expected to arrive.

242 L. Turn into nouns or noun phrases the following noun clauses.

(a) How they did it. (b) That he was guilty. (c) That he should go. (d) That the thief was captured (e) What this metal is called (f) That the experiment will be successful (g) How great the risk was. (h) When you will next meet us (i) The fact that he ran away (j) How I can manage the affair (k) That you heard the story before us (l) That the client should be released (m) Why he was absent. (n) That failure is possible (o) Whether he would succeed. (p) That one should forget oneself

Ans (a) The manner of their doing it (*How they did it could not be discovered = The manner of their doing it could not be discovered*). (b) Of his guilt (*No one believed that he was guilty = No one believed in his guilt*) (c) His going (*That he should go is decided = His going is decided*) (d) The capture of the thief. (*It is owing to me that the thief was captured = The capture of the thief is owing to me*) (e) The name of this metal (*Do you know what this metal is called? = Do you know the name of this metal?*) (f) The success of the experiment. (*They guarantee that the experiment will be successful = They guarantee the success of the experiment*) (g) The greatness of the risk (*No one perceived how great the risk was = No one perceived the greatness of the risk*) (h) The time of your next meeting us (*You must arrange when you will next meet us = You will arrange the time of your next meeting us*) (i) His running away (*The fact that he ran away tells against him = His running away tells etc*) (j) The manner in which to manage the affair. (*Tell me how I can manage the affair = Tell me the manner*

in which to manage the affair) (k) Your hearing the story before us, (It is strange that you heard the story before us = Your hearing the story before us is strange) (l) The release of the client, (The pleader asked that the client should be released = The pleader asked the release etc.) (m) The cause of his absence (He could not explain why he was absent = He could not explain the cause of his absence) (n) The possibility of failure (It must not be overlooked that failure is possible = The possibility of failure must not be overlooked) (o) His success. (Whether he would succeed is doubtful = His success is doubtful) (p) Self-forgetfulness (That one should forget oneself is not good = Self-forgetfulness is not good)

242 M. Frame sentences to show that you know how to turn into adjective clauses the following adjectives or adjective phrases

(a) Burnt, (b) fatal (c) missing, (d) sick, (e) of my birth; (f) wise, (g) my, (h) on the hill, (i) not to be trusted, (j) to spare, (k) Scott's (l) highest flying (m) apparently offending, (n) surrounding? (o) seen yesterday evening, (p) awaiting

Ans. N B Each of these adjectives or adjective phrases may be turned into a great number of adjective clauses as occasion requires. As a fatal blow = a blow that causes death, or a blow that caused death, or a blow that may cause death and many others as occasion requires (a) That (or which or who) is (or were or will be etc.) burnt (A burnt child dreads the fire = A child that was burnt dreads the fire) (e) That cause, causes, caused (or bring about or result in etc.) death (He got a fatal wound = He got a wound that caused death) (c) Which (or that etc.) was (or were etc.) missed (Here is the missing book = Here is the book that was missed). (d) Who was (or is or are etc.) sick (e) Where (or when etc.) I was born (This is the place of my birth = This is the place where I was born) The earth shook at the time of my birth = The earth shook at the time when I was born) (f) Who (that etc.) is (are etc.) wise (The wise man is respected = The man who is wise is respected) (g) That (who etc.) belongs (or belonged etc.) to me (I lost my hat = I lost the hat that belonged to me) (h) That stands, stood or is situated etc, on the hill, (The house on the hill is very beautiful = The house that stands on the hill etc.) (i) Whom (or that etc.) we cannot (or may not etc.) trust (He is a man not to be trusted = He is a man whom he cannot trust) (j) Which you can spare. (Have you any paper to spare? = Have you any paper, which you can spare?) (k) - Which was written by or belonged to etc.) Scott (Scott's novels have been read by millions = The novels which were written by Scott have been etc.) (l) Which flies highest (The highest flying vulture is called the condor = The vulture which flies highest is called etc.) (m) Who appeared to be offended (n) That which surrounds (o) Which was seen yesterday evening

(The rainbow *seen yesterday evening* was very beautiful = The rainbow *which was seen yesterday evening* etc.) (*p*) That (or which etc.) awaits, (or await etc.) (You should walk unhurt through the trials *awaiting* you = You should walk unhurt through the trials *that await* you)

242 *N* Turn into adjectives or adjective phrases the following expressions when used as adjective clauses

(*a*) Who does not see (*b*) Who does not think (*c*) Which is in our power (*d*) Which was made of gold (*e*) Which occurs every day. (*f*) Who is of very refined habits. (*g*) Where I was educated (*h*) Why I did it (*i*) Which I wrote. (*j*) Which is produced in India (*k*) That was made by Ram

Ans (*a*) Not seeing, or unaware of (There is not one among us *who does not see* the justice of these remarks = There is not one among us not seeing, (or *unaware of*) the justice of these remarks) (*b*) Thoughtless etc (The man who does not think can never improve = the thoughtless man can never improve) (*c*) In our power (Nothing which is in our power shall be denied him = No thing in our power shall be denied him) (*d*) Golden or of gold (*e*) Daily or of daily occurrence (It is a matter which occurs every day = It is a matter of etc) (*f*) Of very refined habits (He is a man who is of very refined habits = He is a man of very refined habits) (*g*) Of my education (The place where I was educated is known to every body = The place of *my education*) is known to every body) (*h*) Of my doing it (The cause why I did it is uncertain = The cause of my doing it is uncertain) (*i*) Written by me. (The book which I wrote is not popular = The book written by me is not popular. (*j*) Indian, or of India (The sugar which is produced in India is very pure = The Indian sugar, or the sugar of India is very pure). (*k*) Made by Ram, or of Ram etc (The shelf that was made by Ram was not good = The shelf made by Ram was not good)

242 *O* Turn into adverbial clauses the following adverbial phrases

(*a*) At daybreak, (*b*) until their return, (*c*) in order to get good places, (*d*) in my boyhood (*e*) according to our expectations, (*f*) upon the failure of my plans (*g*) during your stay at London, (*h*) too ill for business, (*i*) without my master's permission; (*j*) to death (*k*) like your brother, (*l*) in case of your not returning, (*m*) for fear of punishment, (*n*) with all your efforts (*o*) in spite of his promises, (*p*) on account of its saltiness, (*q*) against surprise. (See *N B* under 242 *M*)

Ans (*a*) When the day broke or when the sun rose (He rose *at daybreak* = He rose *when the day broke*). (*b*) Until they return (*c*) That *he* or *one* etc. may get good places (He went early *in order to get good places* = He went early *that he may get* etc). (*d*) When I was a boy (In my boyhood I lived here = *When I was a boy* I lived

here) (e) As we expected (f) When my plans failed (*Upon the failure of my plans I left the country = When my plans failed I left the country*) (g) While you stayed at London (h) So ill that I can not attend business (*He is too ill for business = He is so ill that he cannot attend business*) (See Q 240) (i) Unless my master permit (*I cannot leave the class without my master's permission = I can not leave the class unless etc*) (j) Until he or they etc, died or die etc (*He was starved to death = He was starved until he died*). (k) As your brother does etc (*You cannot read like your brother = you cannot read as your brother does or reads*) (l) If you do not return (m) Lest he (she, they etc.) be (or should be etc.) punished (*The boy ran away for fear of punishment = The boy ran away, lest he should be punished.*) (n) However you may try (o) Though he promised (*In spite of his promises to come he did not come = Though he promised to come, he did not come.*) (p) Because it is salt (*The water is not fit to drink on account of its saltiness = The water is not fit to drink because it is salt*) (q) That (or one etc) may not be surprised etc. (*He took measures against surprise = He took measures that he may not be surprised*)

242 P Turn the following adverbial clauses into adverbial phrases.

(a) When evening approaches (b) Since this is the case. (c) That he found the patient stronger See Q 201 A Note (d) If you had believed his tale. (e) When the examination had ended (f) Where it will be safe (g) Unless you obtain leave. (h) However we may object to it (i) Although they have repeatedly failed. (j) As soon as your arrival was known (k) While cholera is prevalent. (l) After he had made great efforts (m) Though he was aware (n) When he is reading (o) Although he is clever. (p) While she was walking through the park (q) Though I am indifferent

Ans (a) At the approach of evening (b) This being the case (*Since this is the case, we need not stay = This being the case etc*) (c) Finding the patient stronger (*The doctor was pleased that he found the patient stronger = The doctor was pleased finding etc*) (d) To believe his tale, you would have been foolish Q 223 (11) (*If you had believed his tale = you would have been foolish to believe his tale*) (e) At the end of the examination (f) In the place of its safety (*Put the powder where it will be safe = Put the powder in the place of its safety*) (g) Without leave. (h) Notwithstanding our objections (*We ought to obey the law however we may object to it = We ought to obey the law notwithstanding our objections*) (i) In spite of their repeated failures (*They mean to persevere, although they have repeatedly failed = They mean to persevere in spite of their repeated failures*) (j) Just knowing of your arrival (*As soon as your arrival was known they hastened to meet you = Just knowing of your arrival they etc*) (k) At the cholera season (*While cholera is pre-*

valent we should be careful about our diet = At the cholera season we should be etc) (l) Making great efforts (After he had made great efforts he at last succeeded = Making great efforts etc) (m) Though aware. (Though he was aware of the danger he took no precautions = Though aware of the danger he took no precautions) (n) When reading. (When he is reading he always lies down = When reading he always lies down) (o) Although clever (Although he is clever he makes no progress = Although clever he makes etc) (p) While walking through the park (While she was walking through the park she met her brother = While walking through the park she met her brother) (q) Though indifferent. (Though I am indifferent to what you say of me I will not bear my friends abused = Though indifferent to what you say etc)

242Q Turn the following phrases into clauses

(a) The sun having risen (b) Truly heroic people (c) The usefulness of economy (d) The wreck of a ship (e) At the end of his service. (f) Planted by me (g) Of limited powers (h) The happiness of their children (i) For recreation (j) To put my books in

Ans (a) When the sun rose (adv) (The sun having risen we commenced our journey = When the sun rose etc.) (b) A people who are truly heroic (adj) (c) That economy is useful (noun) The usefulness of economy cannot be doubted = It cannot be doubted that economy is useful (d) That a ship is wrecked (noun) (The wreck of a ship is reported = It is reported that a ship is wrecked) (e) When his service ended (adv) (f) Which I planted (adj) (The tree planted by me is blown down = The tree which I planted etc) (g) Whose powers are limited (h) That their children should be happy (i) (The parents desired the happiness of their children = The parents desired that their children should be happy) (j) That he (or they etc) may (or might, could etc) be recreated (adv) Children play for recreation = Children play that they may be etc., (j) Wherein I may put my books (adj) (Show me a shelf to put my books in = Show me a shelf wherein I may put my books)

242R Turn the following clauses into phrases.

(a) That you have great talent for mathematics (b) Before I came. (c) That I should continue my studies (d) Because he was ill - (e) Till every one of us is killed (f) Lest any one should escape (g) How you are. (h) Whether he helps me or not (i) If one assumes that you are right. (j) That he was inefficient.

Ans (a) Your great talent for mathematics (That you have great talent for mathematics is known to every one = Your great talent for mathematics is known etc.) (b) Before my arrival (adv) (The thing was done before I came = The thing was done before my arrival) (c) To continue my studies (continuing of my studies etc) (My father desired that I should continue my studies = My

father desired me to continue my studies) (d) On account of his illness (He could not attend school *because he was ill*—He could not attend school *on account of his illness*) (e) To the last man (adv) (We will fight *till every one of us is killed*—We will fight *to the last man*) (f) To prevent any one from escaping (adv) (g) About your health (Tell me *how you are*—Tell me *about your health*) (h) With or without his help (Whether he helps me or not, I shall do my duty—With or without his help, I shall do my duty) (i) Assuming that you are right. (j) His inefficiency (*That he was inefficient* was well known—*His inefficiency* was etc)

242 S In each of the following, convert the subordinate clause into a phrase introduced by a preposition (not in any case into an infinitive)

(a) The servant trusted that his master would act generously towards him (b) The boy prayed that he might be as rich as Croesus (c) The Government resolved that all children should be educated. (d) I enquired if he was well (e) I am not sure, that I may go (f) He must not be absent unless he receives permission

Ans (a) The servant trusted *in the generosity of his master towards him* (b) The boy prayed *for riches as great as Croesus* (c) The Government resolved on the education of all children (d) I enquired about his health (e) I am not sure *about my going* (f) He must not be absent *without permission*

242 T In the following sentences substitute phrases for the subordinate clauses

(a) Though he had much experience, he did not succeed (b) I shall be very glad if I could do anything for you (c) As fast as one came in, another went out (d) Keep silent, as you value your lives (e) He worked hard that he might pass (f) As they were all armed, they were quite ready to fight (g) I was displeased when I found my advice disregarded (h) He returned to duty as soon as his leave expired. (i) He went on working, until he was quite exhausted

Ans (a) *In spite of all his experience, for all his experience with all his experience, notwithstanding all &c., despite his experience, though having much experience,* he did not succeed (b) *I shall be very glad to be able to do any thing for you* (c) *With one man coming in, another went out.* (d) *Keep silent, at peril of your lives* (e) *He worked hard to pass, for the purpose of passing, with a view to passing* (f) *Being all well armed, they were ready to fight* (g) *I was displeased at finding my advice disregarded* (h) *He returned to duty immediately on the expiry of his leave* (i) *He went on working, up to the point of his being quite exhausted*

243 In the following sentences substitute adverbial clauses for the absolute participles noted below.—

(a) The men *being ready to start*, we left our tents (b) *Assum-*

ing you are right, what follows (c) The rebel went on rousing the people, the Government not *interfering*

Ans (a) The *men* (nominative absolute) *being* ready (=absolute participle) to start, we left our tents=*when* the men were ready (=adverbial clause) to start &c (b) *Assuming* (impersonal absolute participle)—you are right &c = If you, he or any one assume &c (=adverbial clause)

Note—Sometimes the noun or pronoun (which should be placed in the nominative absolute before the absolute participle) is left out or understood. The participle in such cases is said to be used *impersonally*, because it may relate to any and every person and not to any one person or persons in particular—*Nesfield* See also *Rowe*, page 214, and section 305 For nominative absolute see Q 82 ante

(c) The rebel went on rousing the people, the *Government* (=nominative absolute) not *interfering* (=absolute participle)=The rebel

243 A How would you change the following if you would substitute finite verbs for the participles?

(a) This being done, he went away (b) The town having been taken, the inhabitants fled (c) The sun having risen, the mists disappeared

Ans (a) *This being done* (participial form) they went etc. = *as soon as this was done* etc (substituting a finite verb for the participle) (b) The town *having been taken*, the inhabitants fled (participial form) = *as soon as the town was taken* etc. (finite verb used). (c) The sun *having risen* the mists disappeared (participial form) = *when the sun rose* etc (finite verb used)

243 B Transform the noun clauses in the following sentences into phrases :—

(a) Whatever the teacher says should be implicitly obeyed — (b) "That he must succeed is by no means clear" (c) It was reported that he had failed.

Ans. (a) *Whatever the teacher says* (=clause) should be implicitly obeyed = *All commands (or directions) of the teacher* (=phrase) should &c. (b) *That he must succeed* (=clause) is by no means clear (c) *It was reported that he had failed* (=clause) = *He was reported to have failed* (=phrase) *His failure* (=phrase) was reported.

243 C Change the noun clauses into noun phrases —

(a) That he is a clever fellow nobody denies (b) Perceiving he was in error, he did not press his point. (c) I doubt whether I should press this point.

Ans (a) Nobody denies *his being a clever fellow* (b) *Perceiving his error* &c (c) I have a doubt about the *propriety of my pressing the point*

243 D Substitute infinitive phrases for the adjective clauses in —

(a) Is this the way in which you should conduct your business? (b) The Punjab was the last province that was conquered by the English

Ans (a) Is this the way *in which you should conduct your business?* (—adjective clause) = Is this the way *to conduct your business?* (—adjective phrase) (b) The Punjab was the last province *that was conquered* by the English (—adjective clause) = The Punjab was the last province *to be conquered* &c (—adjective phrase)

243 E Substitute phrases for the clauses in —

(a) They went softly that they might not arouse the suspicion of anybody (b) Though he was wealthy, he was not happy (c) The higher we go, the cooler becomes the air (a) It was now four months since he was married

Ans. (a) They went softly *that they might not arouse the suspicion of anybody* (—adverbial clause) = They went softly *for fear of arousing* &c (—phrase) (b) *Though he was wealthy*, he was not happy (—adverbial clause) = *With all his wealth, in spite of his wealth notwithstanding his wealth* (—phrase, he was not happy (c) *The higher we go*, the cooler becomes the air (—adverbial clause) = *The air becomes cooler, in proportion to the height* (—phrase) — See Q. 22 (d) and 61 (a) ante (d) It was now four months *since he was married* (—adverbial clause) = It was now four months *since his marriage* (—phrase).

243 F, Substitute clauses for the phrases in —

(a) Since the complainant could not produce satisfactory evidence of the guilt of the accused, the latter was discharged (b) He behaved so rashly as to excite the displeasure of all his friends

Ans (a) *Since the complainant could not produce satisfactory evidence of the guilt of the accused* (—adverbial subordinate clause), the latter was discharged = *The complainant not having been able to produce satisfactory evidence* etc (—adverbial phrase), the latter was discharged. *Since* is a subordinating conjunction and the clause introduced by it is a subordinate clause (adverbial). Again the phrase "*satisfactory evidence of the guilt of the accused*" is a phrase which could be turned into a clause thus Satisfactory evidence *that the accused was guilty* (= noun clause see Q. 233) (b) He behaved so rashly as to excite the displeasure of all his friends (—adverbial phrase modifying the adverb *so* Q. 240 = He behaved so rashly *that he excited the displeasure* etc (adverbial clause)

243 G. Substitute phrases for the clauses in —

(a) Until the receipt is signed, the money will not be paid

- (b) The sea is as deep as the mountains are high

Ans. (a) *Until the receipt is signed* (—adverbial clause, “until” being a subordinating conjunction of time,) the money will not be paid (—complex sentence) = *Before or without the signing of the receipt* (—adverbial phrase modifying the predicate,) the money &c. (—simple sentence) (b) *The sea is as deep as the mountains are high* (—adverbial clause, expressive of degree, modifying the adverb *as* in *as deep*) = *The height of the mountains* (—adverbial phrase) the depth of the sea equals the height of the mountain

243 H Substitute phrases for the clauses in —

(a) I am willing to help you as far as I am able (b) Whether he gives me leave or not, I shall do it (c) Unless you get leave from him, you cannot do it (d) If he acts so carelessly, he will never prosper

Ans. (a) I am willing to help you as far as I am able (= adverbial clause, modifying the first *as* and expressing degree) = I am willing to help you *to the extent of my ability* (—adverbial phrase) See Q. 240, 202. Note — The sentence is complex.

(b) *Whether he gives me leave or not*, I shall do it (= adverbial clause modifying the predicate *shall (to) do*, *whether* is a subordinating conjunction, expressive of condition, supposition or qualification—Bain p 110) = *With or without his leave*, I shall do it (—adverbial phrase)

Note — Where a subordinating conjunction introduces, as here, a clause, the clause becomes subordinate and adverbial; and the sentence is complex. See Q 177A and 240B

(c) *Unless you get leave from him*, you cannot do it (—adverbial clause modifying the predicate *cannot (to) do it*, *unless* is a subordinating conjunction of condition the whole sentence is complex) = *Without your getting leave* or *without leave from him* (adverbial phrase,) you cannot do it

(d) *If he acts so carelessly* he will never prosper (—adverbial clause introduced by the subordinating conjunction *if*) = *By acting so carelessly* (—adverbial phrase), he will etc

Note — The sentence is complex The student will see from the examples given that he must thoroughly get up a list of subordinating and co ordinating conjunctions—See Q. 177 and Bain as also a list of subordinating and co ordinating conjunctive phrases—Q 140B and Q. 240 C For where, as explained above, there is a subordinating conjunction introducing a clause, the clause is subordinate and adverbial so that the whole sentence becomes complex; where as *co ordinating conjunctions* introduce co ordinate clauses, and the whole sentence thus formed is compound

243 I. Substitute phrases for the clauses in —

(a) He would have remained undetected if he had not needlessly excited suspicion

(b) Supposing he does not consent, what do you propose to do?

(c) He could not speak because he was thoroughly ashamed

Ans (a) He would have remained undetected if he had not needlessly excited suspicion (subordinate clause adverbial, introduced by the subordinating conjunction of condition, "if") = He would have remained undetected but for his needlessly exciting suspicion (=adverbial phrase, modifying the predicate would (to) have remained undetected) The original sentence is complex

(b) *Supposing he does not consent*, what do you propose to do? The student will notice one peculiarity here, viz that the expression *supposing he does not consent* is a phrase containing a clause (*he does not consent*), remembering that a clause contains a finite verb, that is to say, a verb with a subject while a phrase, has no such subject. In the particular example given, the expression *supposing he does not consent* is a phrase, because *supposing* is not a finite verb (it is a verb with a subject), though it has the clause *he does not consent* as its object.

The original sentence when contracted would stand thus — *In the event of his not consenting*, what do you &c?

Note — The student will notice further that the expression *supposing he does not consent* is adverbial in its character and is called the *impersonal absolute* (by Nesfield) or the *impersonal participle* (by Bain) See Q 224 (10) and Q. 243 *Note*, Bain p 273

(c) He could not speak, because he was thoroughly ashamed (subordinate clause, adverbial) = He could not speak, being thoroughly ashamed (—adverbial phrase)

243/ Substitute prepositional or other phrases for the clauses in

(a) His father was pleased that he had done his duty, (b) He was much ashamed that he had committed an error

Ans (a) His father was pleased that he had done his duty [subordinate (adverbial) clause expressing cause and modifying was pleased] = His father was pleased at his having done his duty (adverbial phrase)

Note — The sentence given is complex

(b) He was much ashamed that he had committed an error [subordinate (adverbial) clause modifying was ashamed] = He was much ashamed of his having committed an error (adverbial phrase)

243 K Rewrite substituting phrases for the clauses in —

(a) The king on his part, studied how he might supply by address and stratagem what he wanted in number and strength
(b) An odd circumstance happened during the chase, which showed how loosely some of the Scottish Barons of that day held their political opinions

243 *L.* (a) The king on his part, studied *how he might supply* (—noun clause object of *studied*), by address and stratagem *what he wanted in* (—noun clause object of *to supply*) in numbers and strength (See *Q* 236) — *A complex sentence* = The king on his part studied *how to supply* by address and stratagem *his want* (deficiency) in numbers and strength (—simple sentence). For definitions of simple and complex sentences and methods of converting the one into the other—See *Q* 217 and the next chapter, 244, 244 *F*.
 (b) An odd circumstance happened during the chase *which showed* [—and it showed = and the happening of the circumstance showed, hence, *co ordinate* sentence] hence the whole sentence is compound; *how loosely some of the Scottish barons of that day held their political opinions* (—noun clause object of *showed*) — An odd circumstance happened during the chase which *showed the loose hold of political opinions on some of the Scottish barons of that day* (—implied compound sentence) See (a) above and *Q* 207 *E*.

243 *M* In the following sentences substitute adverbial or adjectival clauses for the phrases in italics, (1893) —

(a) 'He would not go *without his father's word*' (b) The thief ran away *for fear of detection* (c) Iron is *too heavy to float* in water (d) This is the place *of his birth* (e) I have some money *to spend* (f) Tell me the reason *of your going away*

Ans. (a) He would not go *without his father's word* (—phrase adverbial) = He would not go *unless he received his father's word* (—adverbial clause, introduced by the subordinating conjunction of condition—*unless*) (b) The thief ran away *for fear of detection* (—adverbial phrase, expressing reason) = The thief ran away *lest he should be detected, for fear he should be detected* (—adverbial clause introduced by the subordinating conjunction of end or purpose—*lest*). (c) Iron is *too heavy to float* in water [*to float* = gerundial infinitive, expressive of purpose = *for the purpose of floating*, and is here adverbial modifying the adverb *too* See *Q* 240 and *Q* 229 (3). *Rowe* sec 215 (2)] = Iron is so heavy *that it cannot float* in water (—adverbial clause modifying the adverb *so* in *so heavy*) See *Q* 240 and 229 (3) (d) This is the place *of his birth* = (adjectival phrase qualifying *place*) = This is the place *where he was born* (adjective clause, adjunct of *place*) See *Q* 236 (e) I have some money *to spend* (gerundial infinitive of purpose = *for the purpose of spending*, and is here an adjectival phrase qualifying *money* See *Q* 222 (5) and *Rowe* sect 252) = I have some money *that is intended to be spent* (—adjective clause qualifying *money*) (f) Tell me the reason *of your going away* (—adjective phrase qualifying *reason*, See *Q* 222 (7)) = Tell me the reason *why you went away* (—adjective clause qualifying *reason* See *Q* 236).

CHAPTER VI.

HOW TO CONVERT SIMPLE SENTENCES INTO COMPLEX AND VICE-VERSA

244. State and exemplify the Rule for the Conversion of Simple Sentences into Complex.

Ans. Expand *some* word or phrase in the simple sentence into a subordinate clause and in doing so, the laws of the Sequence of Tenses are to be specially attended to (See Q. 362)

Again it is to be borne in mind that subordinate clauses are chiefly introduced by the Relative Pronouns, (See Q. 226, 228), and the *subordinating* conjunctions, (See Q. 177), or Subordinating conjunctive phrases, (See Q. 240B) Thus the simple sentence—'The boy *attentive to his studies* is sure to excel'—may be rendered complex in three different ways —

(a) The boy *that is attentive to his studies* is sure to excel
(b) A boy is sure to excel, *when he is attentive to his studies* (c) A boy is sure to excel, *if he is attentive to his studies*

244 A Convert the following Simple Sentences into Complex by expanding the *italicised nouns and noun-phrases* into noun clauses

(a) He hopes *to be rich* (b) Delay is dangerous (c) He prayed *for his recovery* (d) I don't know *the cause of his failure* (e) *His success* is doubtful (f) I was informed *of his recovery*

Ans The words in italics may be expanded thus into noun-clauses (See Q. 226)—(a) That he may be rich, (b) that one should delay, (c) that he might recover, (d) why he has failed, (e) whether he would succeed, (f) that he had recovered

244B Convert the following Simple Sentences into Complex by expanding the *italicised adjectives and adjective phrases* into adjective clauses —

See Q. 228 —(1) The church *on the hill* (2) They were a *truly heroic* people. (3) The rule, *to live honestly*, is not always followed (4) There did not exist sufficient materials *to work upon*

Ans The words in italics may thus be expanded into adjective clauses —(1) that stands on the hill, (2) that possessed true heroism, (3) that we should live honestly (4) that we might work upon

244 C Convert the following Simple Sentences into Complex by expanding the *italicised adverbs and adverbial phrases* into adverbial clauses

(a) He is a fool *to have acted thus*
(b) He died *the death of the righteous*
(c) He gave me a letter, *to read*

- (d) *Shame being lost*, all virtue is lost
- (e) He was condemned *unheard*
- (f) *To avert failure*, you must do this
- (g) *But for his industry*, he would never have passed.
- (h) *Notwithstanding his efforts*, he failed.
- (i) He fears *being cheated*.

Ans See Q. 246B, and Q. 177 —(a) because he has acted thus (b) as the righteous would die, (c) in order that I might read it, (d) If shame is lost, (e) though he was not heard, (f) if you wish to avert failure, (g) if it had not been for his industry; (h) notwithstanding that he made many efforts, (i) lest he be cheated

244 D Convert the following Simple Sentences into Complex :—

- (a) "The fever caused by intemperance continued for week"
- (b) "Ignorance of law is no excuse."
- (c) "Knowing you to be a bad correspondent I have stopped writing to you."
- (d) "The place of Homer's birth is disputed"
- (e) "He came to my house to insult me"
- (f) "He is too poor to buy medicines"

Ans. (a) The fever *which was caused etc* (Complex)

(b) *That you are ignorant of law* is no excuse

(c) Knowing that you are a bad correspondent, I have stopped etc.

(d) The place *where Homer was born* is disputed.

(e) He came to my house *that he might insult me*

(f) He is so poor that he cannot buy medicines

244 E. Convert the following Simple Sentences into Complex —

(a) His speech in defence of his friend having been so excellent, every one admired and respected him

(b) The success of that dull boy in the last examination was too unexpected not to arouse suspicions

Ans (a) He made such an excellent speech in defence of his friend that every one admired and respected him

(b) The success of that dull boy in the last examination was so unexpected that suspicions were aroused

244 F State and exemplify the Rule for the Conversion of Complex into Simple Sentences

Ans Contract *all* the Subordinate Clauses, noun, adjective or adverbial, into nouns, adjectives or adverbs; or into their equivalent phrases Thus—'he hopes that he may be rich' may be contracted into 'he hopes to be rich' (For numerous other examples see the preceding chapter.)

244 G Convert the following Complex Sentences into Simple (1877)

- (a) He would go if you ask him
 (b) It is doubtful whether he will succeed
 (c) I don't think it is right to adopt this course of action
 (d) I can make it clear to you that I am ignorant
 (e) It was you that I was laughing at
 (f) If I can sell my milk at a good price, I might buy a hen

Ans (a) He would go if asked by you (b) His success is doubtful (c) I don't think it right to adopt &c (d) I can make my innocence clear to you (e) I was laughing only at you. (f) I might buy a hen on the sale of my milk at a good price —
 or—my milk selling at a good price, I might buy a hen

244 H Convert the following Complex Sentences into Simple (1883)

- (a) There will be no good in your going to college if you do not study diligently
 (b) Did you hear of the death of your friend, while you were in town?
 (c) Can you tell me why he went there?

Ans (a) There will be no good in your going to college without intending to study diligently

- (b) Did you hear of the death of your friend, while in town?
 (c) Can you tell me the reason of his going there?

244 I Convert the following Complex into Simple Sentences (1880)

- (a) If you will think a little on the matter, you will find out where you are wrong
 (b) When you have some leisure, tell me what people are saying in the town
 (c) When a man lays out his plans for the future he cannot tell how they will turn out

Ans (a) By thinking a little on the matter, you will find out your error

- (b) Tell me at your leisure the rumour about the town
 (c) No one can say anything as to the success of his future plans at the time of laying them out.

244 J Express in one Simple Sentence (1889) —

If it had not been for the help which I gave him, it would have been impossible for him to advance.

Ans Without my help it would have been impossible for him to advance — Or, But for my help, it would have been &c.

244 K Convert into Simple Sentences —

- (a) I know that he is a good boy
 (b) You know no more of me but that I am your father

Ans (a) I know him to be a good boy

- (b) You know me only to be your father

244L. Convert the following into Simple Sentences

- (a) "It was well for him that he did so" (*Complex*)
- (b) "It is difficult to know why so many died" (*Complex*)
- (c) "He was confident that he would get the prize." (*Complex*)
- (d) "I did so lest he should be offended" (*Complex*)
- (e) "It seemed to me that he had once been rich" (*Complex*)
- (f) The fact that he was absent has been established beyond a doubt, *so that* (=therefore) it is unnecessary to bring forward any other proof that he is innocent (*Compound, see Q 240 C*)

Ans (a) *His doing so* was well (or good) for him. He did well *in doing so*

(b) It is difficult to know *the reason of the death of so many persons*

(c) He was confident *of getting the prize*

(d) I did so *for fear of offending him* I did so to *avoid offending him*

(e) I guessed *his having once been rich*

(f) The fact *of his having been absent* (or, *of his absence*), *having been established* beyond a doubt it is unnecessary to bring forward any other proof *of his innocence* (or, *of his being innocent*)

244M. Convert the following Complex Sentences into Simple or Compound Sentences

(a) 'There is no branch of knowledge so difficult that it cannot be conquered by perseverance.'

(b) 'His mother will be much consoled, when she sees that her son has escaped from so many dangers'

(c) 'Though he was dull, backward and lazy, yet he almost headed the list of passmen, so that every one was astonished'

(d) 'Though he slay me yet will I trust in him'

(e) 'I asked my master whether he thought me fit to appear in the examination'

(f) 'As he advised me to appear, I registered my name'

Ans (a) No branch of knowledge is *too difficult to be* conquered by perseverance. (*Simple*) Any branch of knowledge, *however difficult*, can be conquered by perseverance (*Simple*) There are many difficult branches of knowledge, *but* all may be conquered, by perseverance (*Compound*)

(b) His mother will be much consoled *on seeing*, (or, *at the sight of*) her son, *having escaped* from so many dangers (*Simple*) The mother will see that her son has escaped from so many dangers *and* will be much consoled (*Compound*)

(c) *Dull, backward and lazy*, he *still* almost headed the list of passmen, *astonishing*, (or, *to the astonishment of*) every one. (*Simple*) He was dull, backward and lazy, *but* he almost headed the list of passmen &c; (*Compound*).

(d) *In spite of, (or notwithstanding)* his slaying me, I will trust in him (Simple) He may slay me, *but* I will still trust in him (Compound)

(e) I asked my master's opinion about my being fit to appear in the examination (Simple) I did not know whether my master thought me fit to appear in the examination, *and so* asked him about it. (Compound)

(f) *He having advised me to appear,* I registered my name (Simple) *On his advising me to appear,* I registered &c. (Simple) He advised me to appear, *and so* I registered my name. (Compound)

244 N Convert the following Complex Sentences into Simple or Compound

(a) "They were much alarmed when they saw that their position was hopeless"

(b) "Though he is a man of years and experience, he is still apt to be imprudent and thoughtless when some sudden emergency arises"

(c) "The judge delivered a verdict as became his abilities and office."

Ans (a) *Seeing their position hopeless* they were much alarmed (Simple) They saw that their position was hopeless *and were therefore* much alarmed (Compound)

(b) *A man of years and experience,* he is still apt to be imprudent and thoughtless *on some sudden emergencies arising (or, on the occasion of sudden emergencies)* (Simple) *Notwithstanding (or, in spite of)* his being a man of years and experience, he &c. (Simple) He is a man of years and experience *but still (or, nevertheless; but or, and yet),* he is apt to be imprudent &c (Compound)

CHAPTER VII.

HOW TO CONVERT SIMPLE SENTENCES INTO COMPOUND AND VICE-VERSA

244 O State and exemplify the Rule for the conversion of Simple Sentences into Compound

Ans Expand some word or phrase in the simple sentence into a clause co ordinate with that sentence, *for which purpose use the co ordinating (but never the subordinating) conjunctions, See Q 177 or co ordinating conjunctive phrases (See Q. 240 C)* Thus 'to avert failure, you must do this' (simple sentence) becomes 'you must

do this *or*, (=otherwise) you will not be able to avert failure. (*Compound Sentence*).

244 P Convert the Simple sentences given under Q 244A into Compound.

- Ans (a) He has a hope, *and* that is that he may be rich
 (b) We might delay, *but* it is dangerous to do so
 (c) We prayed, *and* the prayer was that he might recover
 (d) He has failed, *but* I don't know the cause of his failure
 (e) He may succeed, *but* it is doubtful.
 (f) He had recovered *and* I was informed of it

244 Q Convert the Simple sentences given under Q 244C into Compound.

Ans (a) He is a fool *or* he would not have acted thus — *Or*, he has acted thus, and he is a fool for having done so.

- (b) The righteous die nobly, *and* he died equally nobly like the righteous.
 (c) He gave me a letter, *and* I was to read it
 (d) Lose your shame *and* (then) you lose all your virtue
 (e) He was condemned *and* yet he was unheard *Or* —
 (1) He was condemned, yet he was unheard.
 (2) He was unheard, yet he was condemned.
 (f) You must do this, *or* you will *not* be able to avert failure
 (g) He was industrious, *or* he would never have passed
 (h) He made great efforts; *yet* he failed
 (i) He has a fear *and* that is that he might be cheated.

244 R Convert the following Simple sentences into Compound or Complex.

- (a) 'I was informed of his death.'
 (b) 'With all his wealth he was not content.'
 (c) 'They requested him to stay.'
 (d) 'I punished him for his impertinence.'
 (e) 'He was a fool to have acted thus'

Ans. (a) He had died, *and* I was informed of it (*Compound*)
 I was informed *that* he had died (*Complex*)

(b) He had vast wealth, *but still* he was not happy (*Compound*)
 Though he had vast wealth, yet he was not happy. (*Complex*)

(c) They made a request it was that he should stay. (*Compound*)
 They requested him that he should stay. (*Complex*)

(d) He was impertinent *and* I therefore punished him (*Compound*)
 As he was impertinent, I punished him. (*Complex*).

(e) He had acted thus, *and* he was a fool to have done so, (*Compound*). He had acted thus, which (= *and thus*) was a foolish act (*Contracted compound*, see Q 207 F and Q 240). He was a fool *that* he had acted thus [*Complex*, adv cl of reason, see Q 224 (11)] *That* he had acted thus was an instance of his foolishness (*Complex*).

244 S Convert the following Simple sentences into Compound or Complex.

- (a) 'This is the only rule to go by'
- (b) You will catch cold by remaining out.
- (c) I was punished yesterday on account of my bad conduct
- (d) I knew it to be right
- (e) The truth of this statement cannot be ascertained.

Ans (a) There are many rules, but this is the only rule to go by (Compound) This is the only rule *by which you* (or, one) *should go* (Complex)

(b) Don't remain out *or* you will catch cold (Compound)
You will catch cold *if you remain out* (Complex)

(c) I was guilty of bad conduct *and therefore* I was punished yesterday (Compound) I was punished yesterday *because I was guilty of bad conduct* (Complex)

(d) It was right *and* I knew it to be so (Compound) It was right *and* I knew that it was so (Compound) It was right, *which* (= *and this* = *and its being right*) I knew (Contracted compound)
See Q 207 E and Q 240 I knew *that it was right* (Complex)

(e) The statement is (or, may be) true, *but it* cannot be ascertained (Compound) *Whether the statement is or be true* cannot be ascertained (Complex)

244 T State and exemplify the general Rule for converting Compound sentences into Simple

Ans Contract *all* the co ordinate sentences but one into phrases Generally speaking, it is done by turning the sentences into infinitive expressions, or participial phrases Thus — 'We were walking, and at that time we met him' (Compound) = 'While walking (*participial phrase*) we met him' (Simple) N B — For other examples, see Q 244 Q

244 U Convert the following Compound sentences into Simple ones

- (1) He is very weak, and therefore cannot walk
- (2) Knock and the door shall be opened
- (3) He entered the city and proclaimed a massacre.

Ans (1) He is too weak to walk (2) The door being *only* knocked, it shall be opened (3) Having entered the city, he proclaimed a massacre

244 V Convert the following Compound sentences into a simple one (1880)

"The last time you and I met was in May, and this is December, eight months have passed"

Ans We met last time in May, eight months since the current month of December

244 W Convert the following Compound sentences into Simple or Complex.

(a) Baber captured Delhi and established the Moghul Empire.

(b) He must be a bad man, or so many people would not have given evidence against him

(c) He was ill and therefore could not attend office.

(d) She resolved to go to St Petersburg and ask the Czar to pardon her father

Ans (a) *After the capture of Delhi, (or, Delhi having been captured, or, after capturing Delhi),* Baber established the Moghul Empire (Simple) *After he had captured Delhi,* Baber established &c (Complex)

(b) *But for his being a bad man,* so many people would not have given evidence against him [Simple, see Q 244 J, Q, 245 (a)] *If he had not been a bad man,* so many people &c (Complex)

(c) *Being ill,* he could not attend office (Simple) *As he was ill* he could not attend office (Complex)

(d) She resolved to go to St Petersburg to ask the Czar to pardon her father (Simple) She resolved to go to St Petersburg in order that she might ask the Czar to pardon her father

CHAPTER VIII.

HOW TO CONVERT COMPLEX SENTENCES INTO COMPOUND AND VICE-VERSA

244 A State and exemplify the general Rule for the conversion of Complex sentences into Compound

Ans Change at least one of the subordinate clauses into clauses co ordinate with the principal sentence, for which purpose use the co-ordinating conjunctions, or co ordinating conjunctive phrases (See Q. 240 C) Thus—'As I was ill, I could not go to see you. (Compound)

244 I Convert the following Complex sentences into Compound —

(a) If you knock, the gate shall be opened unto you

(b) Though you might slay me, I will trust in you

(c) Kings who conquer foes cannot conquer their passions

(d) As he had come late, he was punished

Ans (a) Knock and the gate shall be opened unto you

(b) You might slay me, but I will trust in you

(c) Kings might conquer foes, but they cannot conquer their passions

(d) He came late and therefore was punished

244 Z Convert the following sentences into Compound or Simple or Complex

(a) 'Though the life of the Raja seemed to be all enjoyment yet it was only a useless life' (*Complex*)

(b) 'I went to the meeting where I found an old friend.' (*Compound*)

(c) 'He is miserable now, because in his youth he was idle and neglected his best opportunities' (Apparently *compound* but *complex* See Q 240)

(d) 'They will do their utmost lest he should again have power to injure them', (*Complex*)

(e) 'Although I am so old that I am unable to work, yet I am so proud that I cannot beg' (*Complex*)

Ans (a) The life of the Raja seemed to be all enjoyment, but it was only a useless life. (*Compound*) The life of the Raja *though seeming to be* all enjoyment was yet only a useless life (*Simple*) The life of the Raja *in spite of its seeming to be* all enjoyment was only a useless life. (*Simple*)

Note —(b) This is a Contracted Compound sentence, where *I found an old friend here and then I found* &c (See Q 207 F and Q 240) *Going to the meeting, I found an old friend* (*Simple*) *When I went to the meeting, I found an old friend there* (*Complex*)

(c) In his youth he was idle and neglected his best opportunities, and therefore he is now miserable (*Compound*) *Idle and neglected of his best opportunities in his youth he is miserable now* (*Simple*)

(d) They will do their utmost, *or he might again have power* &c. (*Compound*) They will do their utmost *for fear of his again having power* to injure them (*Simple*) See Q 244 Q and Q 245

(e) I am so old that I am unable to work, *but still* I am so proud that I cannot beg (*Compound*) I am too old to be able to work *but still* (or *and yet*) I am too proud to beg (*Compound*)

Though too old to be able to work, I am too proud to beg, (apparently a *Simple* sentence, but in reality a *complex* one), because *though too old*—though (I am) too old *Too old to be able to work* I am still too proud to beg (*Simple*)

245 Convert the following Complex sentences into Compound and Simple

(a) 'If he had not come at the right time, I should have left'

(b) 'If you do so, you will be ruined'

(c) 'Though he is very learned he is a great liar'

Ans (a) He came at the right time *and so I had not left* (*Compound*) He came at the right time, *or* I should have left. (*Compound*) *But for his coming at the right*, I should have left (*Simple*)

(b) Do so *and* you will be ruined (*Compound*) Do not do so, *or* you will be ruined (*Compound*) *Doing so*, you will be ruined (*Simple*) *Your doing so will be your ruin* (*Simple*)

(c) He is very learned, *but still* he is a great liar (*Compound*)

He is very learned, *and yet* he is a great liar (Compound) *In spite of his being very learned* (or, in spite of his learning), he is a great liar (Simple). *His learning notwithstanding*, he is a great liar (Simple).

245A. State and exemplify the general Rule for the conversion of Compound sentences into Complex.

Ans. Change all the principal co ordinate sentences *but one* into subordinate clauses (for which purpose use the adverbial relatives See Q 226, 228) or the subordinating conjunctions, or the subordinating conjunctive phrases (See Q. 240 B)

Thus — 'We had money with us, but it was soon spent' (Compound) = The money that we had with us was soon spent (Complex)

245B Convert the following Compound sentences into Complex.

- (1) Only one man was missing and he was soon found out
- (2) The news arrived and immediately he wrote a letter to his father.
- (3) The man will either return you your book, or give you its price.

Ans. (1) The one man that was missing was soon found out.
 (2) As soon as the news arrived, he wrote a letter to his father.
 (3) If the man does not return you your book, he will give you its price.

245C. Convert the following Compound sentences into Complex or Simple.

- (a) 'He was honest, but he was not respected.'
- (b) 'Let me know your companions and I shall tell you what you are.'
- (c) 'She told her father her plan and he only laughed at her.'
- (d) 'The boy must behave properly or leave the school.'

Ans. (a) *I though he was honest*, he was not respected. (Complex) *In spite of his honesty* (or, *of his being honest*), he was not respected. (Simple).

(b) *If you let me know your companions*, I shall tell you what you are. (Complex) *Knowing your companions*, I shall let you know &c. (Simple) *Your companions being known to me*, I shall tell you, &c (Simple)

(c) When she told her father her plan, he only laughed at her (Simple) *She having told her father her plan*, (or, *her plan having been told her father by her*)—passive form), he only laughed at her (Simple)

(d) *If the boy does not behave properly*, he must leave the school (Complex) *Not behaving properly*, the boy must leave the school (Simple).

245D. Convert the following Compound sentences into Complex and Simple

(a) 'The book seller will exchange the book ; or he will return your money'

(b) 'He is a good man *but* he does not pay his debts'

(c) 'He came to me yesterday, *otherwise* I should not have met him'

(d) 'He was ill *and therefore* could not attend to his duties'

Ans (a) *If* (or in case) the book seller will *not* exchange the book, he will return your money (Complex) *In the event of* the book-seller's not exchanging the book, he will return your money (Simple)

(b) *Though* he is a good man yet he does not pay his debts (Complex). *In spite of his being a good man* he does not pay his debts (Simple)

(c) *If* he had not come to me yesterday, I should not have met him (Complex) *But for his coming* to me yesterday, I should not have met him (Simple) I met him *only because* he had come to me yesterday (Complex) See Q. 244 J

(d) *As* he was ill, he could not attend to his duties (Complex) *Being ill*, he could not attend to his duties (Simple) *On account of his being ill*, he could not attend etc. (Simple) *Owing to his being ill* etc. (Simple) *Because of his illness*, etc (Simple) *By reason of his illness*, etc (Simple)

CHAPTER IX.

HOW TO COMBINE TWO OR MORE SENTENCES INTO ONE SIMPLE SENTENCE

245E State and exemplify the general Rule for combining several sentences into one Simple sentence

Ans Keep one sentence as the principal sentence, and change all the rest into phrases (See Chapter IV p 146) The whole sentence must then be simple Thus by combining the sentences (1) 'I took Hari with me.' (2) 'I then left the place,' we get the simple sentence—'Taking Hari with me, I left the place'

245F Combine each of the following pairs of Simple sentences into the Simple sentence (1895)

(a) I speak seriously The man cannot be trusted

(b) He reached the school He found no teacher

(c) I cannot come I am sorry

Ans (a) To speak seriously, the man cannot be trusted. Speaking seriously the man etc.

(b) Reaching the school, he found no teacher

(c) I am sorry at my inability to come. I am sorry at my being unable to come

245 G. Combine each of the following parts of Simple sentences into one Simple sentence (1894) —

- (a) He arrived He immediately called in a Doctor
- (b) The student is very backward He cannot even read a line correctly
- (c) I objected to Hari's going. In spite of that he did go
- (d) I did not know what to do I therefore got into trouble
- (e) I cannot learn the secret That annoys me

Ans (a) *Arriving*, he immediately called in a Doctor.

(b) The student is *too backward to read a line correctly*. The student is *so backward as to be unable* even to read a line correctly.

(c) *In spite of my objecting* to Hari's going, he did go

(d) *Not knowing* what to do, I got into trouble

(e) *My not being able* to learn the secret, (or, my inability to learn the secret) annoys me

245 H Combine each of the following pairs of Simple sentences into one Simple sentence

(a) The boys must return home early The Head Master had so ordered

(b) That is the case Therefore it would be better for you to go home

(c) The horse is lame. How will you finish the journey

(d) He repeatedly failed But he was not discouraged

(e) The thief feared detection He ran away therefore.

(f) The day is stormy I don't advise you to start

Ans (a) The Head Master had ordered the boys *to return home early*.

(b) *That being the case*, it would be better etc.

(c) *The horse being lame*, how will you etc

(d) *In spite of repeated failures*, he was not discouraged

(e) The thief ran away *for fear of detection* *Fearing detection*, the thief ran away

(f) *The day being stormy*, I don't advise you to start

245 I Combine each of the following pairs of sentences into one Simple sentence

(a) Be diligent. You will succeed

(b) He had received wounds He died

(c) We tried our best Still we failed

(d) The plot was discovered The conspirators fled

Ans (a) *With diligence* you will succeed (b) He died of *his wounds* (c) We failed *in spite of our best efforts* (d) *The plot having been discovered*, the conspirators fled

CHAPTER X.

HOW TO COMBINE SEVERAL SENTENCES, SIMPLE OR COMPLEX, INTO ONE COMPLEX

245 J State and illustrate the Rule for the combination of several sentences, simple or complex, into one complex

Ans (a) Retain any one sentence as a principal sentence

(b) Convert the other sentences into phrases if possible, but if not, into (*subordinate*) noun, adjective or adverbial clauses by means of appropriate introducing particles and phrases (*See Q 226, 228, 240 B*)

(c) To obtain subordinate clauses, the correlatives *such—that, no sooner—than, so—as, as—as, as—if*, &c may be used (*See Q 240 B*)

(d) For obtaining phrases, the participial and the infinitive constructions are of great value.

Illustrations

His character became gradually worse. + He had belonged to the Hindu society. + He was not now allowed to move in that society

His character became gradually *so* worse *that* he was not now allowed to move in the Hindu Society to which he had belonged (Complex)

Or

His character *having* gradually become worse, he was not now allowed to move &c (Complex)

Or

Though he had belonged to the Hindu Society, yet his character *becoming* gradually worse, he was not allowed to move in it (Complex)

Or

Though he had belonged to the Hindu Society, yet his character becoming gradually worse, he was not allowed to move in it (Complex)

Or

He was not allowed to move in the Hindu Society to which he had belonged, *owing to* his character becoming worse

245 K. Combine the following together into one Complex Sentence (1883).

"The lion was once king of the beasts of the forest. At last he became weak from old age. He was unable to obtain food. He felt he would soon die of hunger"

Ans The lion who was once king of the beasts of the forest,

at last becoming weak from old age, so as to be unable to obtain food, felt that he would soon die of hunger (*Complex*)

Note —The student should see that the sentence will be no longer a complex but a compound sentence (*contracted*) if we substitute '*and being unable to obtain*' for '*so as to be unable to obtain*' as given above.

245 L. Combine the following together into one Complex sentence (1883) —

"So he pretended to be sick. He lay down at the mouth of 'a cave. The beasts came to the cave to visit him. He used to entice them into the cave. Inside the cave, he killed them. He devoured their bodies."

Ans So pretending to be sick he lay down at the mouth of a cave where the beasts coming to visit him, being enticed away and killed, were devoured

245 M. Connect the following sentences so as to form a single Complex sentence (1888)

"I received a letter. The next day I was sitting in my room I was deep in contemplation. A noise disturbed me. At first, I thought it came from my watch. My watch I remembered was on the table in the bed room. I found the noise came from a little insect. That insect called the death watch."

Ans (A) Having received the letter the day previous, I was sitting in my room deep in contemplation, when a noise disturbed me which, (though 'at first I thought it to come from my watch, which I presently remembered to be in my bed-room) came from a little insect called the death-watch

Or

(B) The day following the receipt of the letter, while sitting in my bed-room deep in contemplation, a noise coming from a little insect called the death watch disturbed me, though at first I wrongly thought it come from my watch which, (for it) was remembered to be on the table in my bed-room (See 207 E and 240 K)

Note —The first sentence (A) above given is known as apparently a *complex* sentence, but in reality a contracted compound sentence. The reason is *when* in "when a noise disturbed me" — *and then*, and has an implied co-ordinating force (See Q. 240 K) Again *which* I presently remembered — *and thus* I presently remembered. Hence the whole sentence as above rendered is a contracted compound sentence

But the sentence (B) is a real complex sentence

245 N. Combine the following sentences so as to form a single Complex sentence (1889) —

"It was thus that we heard the news A week before it arrived we were walking on the sea-shore. We were sad. We were think-

ing over the chances of the war. We saw a ship in the offing. At first it looked to us like the vessel which we had long expected. We recollected it could not be the *Orion*. That ship could not have arrived so soon."

Ans The circumstances under which we heard the news were that a week before it arrived, while walking on the sea-shore, sadly thinking over the chances of war, we saw a ship in the offing which, though it at first looked to us like the vessel which we had long expected, could not, as we recollected, be the *Orion*, since that ship could not have arrived so soon.

2450 Combine the following into one Complex sentence (1896) —

Those events were occurring. At that time the queen died by her own hands. This was commonly reported. The queen had been his sole partner in his wickedness. In her bosom he could sometimes seek a momentary repose from those terrible dreams to bear the remorse of guilt and public hate.

Ans It was commonly reported that when these events were occurring, the queen, his sole partner in his wickedness, in whose bosom he could sometimes seek a momentary repose from those terrible dreams which afflicted them both nightly, died by her own hands, (being) unable to bear the remorse of guilt and public hate. ('See Q 242 E')

245P Combine the following into single Complex sentences

(a) "The followers of Suray ud dowa deserted him. They hated his cruelty and vices. They often flattered and praised him to his face."

(b) "There is a tribe of busy little people. They live in the frozen zone. They are very seldom seen any where else. They are called Lapps. The Lapps are also called Laplanders. They live in Lapland. Lapland is the name of their country. You will find it in the map of Europe."

(c) "They were much delighted. They saw him come back. He held in his hand the king's pardon."

(d) "A farmer stepped into a field to mend a gap in one of the fences. On his return he found the cradle turned upside down. He had left his only child asleep in the cradle. The clothes were all torn and bloody. His dog was lying near the cradle besmeared with blood."

(e) "He at once conceived that the dog had destroyed his child. He instantly dashed out the dog's brains with the hatchet in his hand."

Ans (a) The followers of Suray ud-dowa who hated his cruelty and vices though they often flattered and praised him to his face now deserted him.

[*N B* The exp in italics is *one compound, indivisible clause*, adjective in character and therefore qualifying *followers*. The sentence therefore is a complex sentence, though apparently a contracted compound one. See Q 242 E]

(b) There is a tribe of busy little people who live in the frozen zone and are very seldom seen any where else, called Lapps or Laplanders for they live in Lapland *the name of their country to be found in the map of Europe*

Note 1 .—The sentence as above given is complex. The student who has carefully studied Q 207 E and Q 240 K will, however, at once see that the sentence will be at once compound, if after Lapland, we substitute for the portions in italics, the following — *which is the name of their country, which you will find in the map of Europe*. The reason is that the first *which* (there) = *and it* = and Lapland, and the second *which* = *and it* = and the country. The sentence is then a compound sentence.

Note 2 — *Who live in the frozen sea and are else* is one indivisible whole hence as explained in 245 P (a), 245 P (d), 245 Q (b), the sentence is *complex*.

(c) They were much delighted *when they saw him come back holding in his hand the king's pardon* (Complex)

[*N. B.*—The sentence would be simple if we changed it to— *They were much delighted to see him come back holding etc*]

(d) A farmer having stepped into a field to mend a gap in one of the fences returned to find *the cradle in which he had left his only child asleep turned upside down with the clothes all torn and bloody and his dog lying near the cradle besmeared with blood.*

[*Note* —The expression in italics is *one compound indivisible exp*, containing not two but only *one* compound statement. Hence, the sentence is really complex, though *apparently* compound. See Q 242 E and Q 245 P (a)]

(e) At once conceiving that the dog had destroyed his child he instantly dashed out etc

O

He had no sooner at once conceived that the dog had destroyed his child *than he dashed at the brains &c.*

[*N. B* The exp in italics is a subordinate adverbial clause of degree mod the adv *soon*. Hence the sentence is *complex*. See Q 240, Q 177 C]

245 Q Combine the following groups of statements into Complex sentences

(a) "The king broke off both the treaties. The people learned this with triumph. They celebrated their triumph. They celebrated it by bonfires and public rejoicings."

(b) "Sir Thomas More was laying his head upon the block. He put aside his beard. He said to the executioner, 'Stay, this has never committed treason.'"

(c) His difficulties became greater and greater. He shows more and more energy.

(d) All London crowded to shout and laugh round the gibbet. On that gibbet hung the rotten remains of a prince. That prince had made England the dread of the world.

Ans (a) The people having learned with triumph that the king had broken off both the treaties, they celebrated it by bonfires and public rejoicings.

[*Note*—The sentence as it stands is *complex*. But it would be compound if we changed it to the following—That the king had broken off both treaties, the people learned with triumph, *which* they celebrated with bonfires and public rejoicings. Here *which*=and this=and the triumph. Hence as explained in *Q 207E and 240K*, and *Q 245P (b)*, the sentence above given would be really compound, though *apparently complex*.]

(b) Sir Thomas More when he was laying his head on the block *put aside his beard and asked* (or begged) *the executioner to stay*, for the beard had never committed treason.

[*Note*—The sentence as above given is *complex* though apparently a compound one (see *Q 242 F*) in thought. For the exp in italics is *one compound indivisible whole*.]

(c) The greater his difficulties *(are)*, the more energy does he show.

(d) All London crowded to shout and laugh round the gibbet on which hung the rotten remains of a prince that had made England the dread of the world.

245R Combine each of the following groups of sentences into a complex or Compound sentence.

(a) "The wind was strong. It drove the ship ashore. The ship struck against the sand. It remained fixed there for several days."

(b) "A pot of honey was one day found by a fly. Not content with sipping a little from the side of the pot, the fly flew down into the pot. After having taken as much as he could, he wished to get out of the pot again. He then found that he was not able. His legs stuck fast in the honey."

Ans (a) As the wind was strong, it drove the ship ashore, *striking it against the sand and fixing it there for several days* (*Complex*).

Note 1—The above sentence is apparently compound, but in reality *complex*. See *Q 242 F*. For the portion in italics is *one indivisible whole*, it cannot be separated thus in thought,—(a) As the wind sand, and (b) As the wind was strong ashore fixing it there etc. For other examples, see *Q 245 Q (b)*, *245P (d)*, *245P (a)*.

Note 2—"As the wind was strong, it drove the ship ashore, *which* struck against the sand, where it remained fixed for several days." The student will see that *which* (here)=and *she*=and the ship, and *where* (here)=and *there*. Hence, as explained in *Q 207 F and Q 240 K and Note 1 to Q 245 P (b)*, the sentence as above

given though apparently complex in reality a (contracted) *compound sentence*.

(b) A pot of honey was one day found by a fly who not content with sipping a little from the side, flew down into the pot *but* after having taken as much as he could, he wished to get out of the pot again *when* (= and then, see Q. 207 E and 240 K) he found that he was not able, as his legs had stuck fast in the honey (*Compound*)

Note 1 —The above is compound *But*, a co ordinating conjunction, see Q. 177 B, shews that the expression it introduces is a co ordinate or independent sentence. Again *when* in the sentence has the force of a co ordinating conjunction being = *and then*

Note 2 —The student will see that it is very difficult to make one complex sentence out of the sentences given

CHAPTER XI.

HOW TO COMBINE SEVERAL SENTENCES, SIMPLE OR COMPLEX, INTO A COMPOUND ONE

245 S State and exemplify the Rule for connecting several Simple or Complex sentences into a Compound one

Ans (a) Take any one sentence and join it into one or more of the other sentences by means of *co ordinating conjunctions* (see Q. 177) or co ordinating conjunctive phrases (See Q. 240 G)

(b) Convert the remaining sentences into *subordinate clauses*, for which purpose make use of the adverbial relatives, or the subordinating conjunctions (See Q. 226, 228, 240 B), or participial phrases, or infinitive expressions, or prepositional phrases

(c) Do not repeat the common subject, or the common predicate, or, indeed, any other common part, but express them as in a contracted sentence

Illustrations

The Governor of the institution attributed his irregularity to excess of devotion + He reproved his pupil + He endeavoured to persuade him to alter his resolution

The Governor of the institution *attributing* his irregularity to excess of devotion reproved his pupil and endeavoured to persuade him to alter his resolution (*Compound*)

245 T Combine into a Compound sentence (1889). —
“A husbandman sowed some corn in his fields. He had only recently done so. Cranes came to eat the corn. The husbandman fixed a net in his fields to catch the cranes.”

Ans A husbandman had only recently sowed some corn in his fields, *but* finding that cranes came to eat the corn fixed a net in his fields to catch them.

245 U' Combine into a Compound sentence (1883) —

"One day the fox also came to the cave. He drew near the lion. He bowed low to him. He asked him how he was."

Ans One day the fox also came to the cave, and drawing near the lion, bowed low to him and asked him how he was.

245 V' Combine into a Compound sentence (1883) —

"The husbandman examined the nets. He did so to see what cranes he had taken. He found a stork among the number."

Ans The husbandman examined the nets to see what cranes he had taken, and found a stork among the number.

245 IV' Combine each of the following groups of statements into one Compound sentence

(a) "One day Nanak went to bathe in the river. He was taken up by the angels. He was carried to the divine presence. There he received the gift of prophecy."

(b) "Two cats had stolen some cheese. They could not decide how to divide it equally between them. Each considered his own share to be the smaller of the two. They decided on asking the monkey to settle the dispute for them. They went to the monkey at once."

Ans (a) (A) One day Nanak went to bathe in the river, was taken up by the angels and carried to the divine presence, (B) where he received the gift of prophecy.

Note 1 — The above is a compound sentence made up of (A) and (B). The part A is *apparently* a compound sentence, but really a *simple* one because it is one indivisible whole. We cannot split up A thus — (i) One day Nanak went to bathe in the water, (ii) one day he was taken up by the angels, (iii) one day he was carried to the divine presence. See Q 241 D.

Note 2 — The part B is *apparently* a subordinate clause, but really only an independent sentence. For *where* (here) = *and there*. See Q 207 E and Q 240 K.

(b) Two cats had stolen some cheese, but could not decide how to divide it equally between them for each considered his own share to be the smaller of the two. (B) *and therefore*, they decided on asking the monkey to settle the dispute for them. (C) *to whom* (= *and to him*) they went at once.

Note — The above is a compound sentence made up of A, B, and C, A being a compound, B, a simple, and C, a (contracted) simple sentence. Again A is a compound sentence made up of two parts *viz* — (a) *Two cats had stolen some cheese* — which is simple and (b) *(they) could not* — smaller of the two is a complex sentence. Note here the conjunction is subordinating and therefore comes before a subordinate clause.

245X: Combine the following into a compound, or a complex sentence

I would have every man consider this Man is in this life a passenger He is nothing more. He is not to set up his rest here He is to keep an attentive eye upon another state of being This state of being will be for ever fixed and permanent He approaches every moment to this state of being

Ans I would have every man consider that he is in this life nothing more than a passenger who is not to set up his rest here, but keep an attentive eye upon that state of being *to which he approaches every moment and which will be for ever fixed and permanent*—(Complex)

Note 1 —The above sentence is complex though apparently compound The expression in italics is as explained in Q 240 E (a), 245O, 245P, 245Q, 245R—, *one indivisible whole in thought* and it is therefore to be taken as an adjective expression qualifying *state* Similarly the expression *who is not to set up his rest, here but keep an attentive eye &c* is one indivisible whole in thought adjective qualifying *passenger* Therefore the whole sentence is complex, as it is not made up of independent sentences (see def of a compound sentence)

Note 2 —The expression *nothing more than a passenger* = *nothing more than a passenger (is much)* The clause *than a passenger is much* = subordinate adv clause mod adjective *more*. See Q 177B, 240

Note 3 —I would have every man consider that he is in this life nothing more than a passenger, (B) he is not to set up his rest here, but (C) (he is) to keep an attentive eye upon that state of being to which he approaches every moment and which will be for ever fixed and permanent

The above is a compound sentence made up of (A)—a complex sentence, (B)—a simple sentence and (C)—a complex sentence

245Y Combine each of the following groups into a compound sentence

(a) A hungry fox one day saw some ripe grapes The grapes were hanging from a vine The branch from which the grapes hang was five or six feet above the ground The fox could jump well He was unable to jump to the height of these grapes.

(b) The child grew up to be a man He accustomed himself to greater robberies He was at last apprehended He was committed to jail He was tried for felony He was sentenced to imprisonment

Ans (a) (A) A hungry fox one day saw some ripe grapes hanging from the *branch* of a vine *(which was)* five or six feet above the ground (B) but though the fox could jump well, he was unable to jump to the height of these grapes

Note —The sentence is compound being made up two complex sentences *A* and *B*

(*b*) The child grew up to be a man and accustomed himself to greater robberies (*B*) but he was at last apprehended, committed to jail, tried for felony and was sentenced to imprisonment (*Compound*)

Note —The portion *A* is a compound sentence. The portion *B* is *apparently* a compound sentence but in reality a simple sentence, the whole being one indivisible idea See Q. 241 *D*

245*Z* Combine the following groups of statements into compound sentences.

(*a*) The cuckoo builds no nest for herself She lays in the nests of other birds She does not lay in the nests of all birds

(*b*) Feversham passed for a god-natured man He was a foreigner He was ignorant of the laws of the English He was careless of the feelings of the English

(*c*) The governor of the institution found, however, that his remonstrances were ineffectual He sent for the young gentleman again He observed to him that such conduct was highly unbecoming He observed to him that it was his duty to conform to the rules of the academy

Ans (*a*) (*A*) The cuckoo builds no nest for herself (*B*) but (she) lays in the nests of other birds, though she does not lay in the nests of all birds

Note 1 —The above is a compound sentence made up of (*A*) —a simple sentence and (*B*) —a complex sentence

Note 2 —The above sentence may be further shortened into the following, and it will still remain a compound sentence (though contracted)

The cuckoo builds no nest for herself but lays in the nest of other, though not all birds

Note 3 —*Though* is a subordinating conjunction of condition, and therefore the clause *though she does not lay in the nests of all birds* is a subadverbial clause of condition mod *lays*

(*b*) (*A*) Feversham passed for a good-natured man, (*B*) but he was a foreigner *who was ignorant of the laws of the English and careless of their feelings*

Note 1 —The above is a compound sentence made up of *A* —a simple sentence and *B* —a complex sentence.

Note 2 —The portion in italics is one indivisible whole in thought, adjective clause qualifying *foreigner*. For similar examples see Q. 240 Q. 240*F* 245*P* 245*W* (*a*)

(*c*) (*A*) The Governor of the institution found, however, that his remonstrances were ineffectual, (*B*) and therefore sending for the young gentleman he observed to him *that such conduct was highly unbecoming and that it was his duty to conform to the laws of the academy*

Note 1 —The above sentence is compound, being made up of (A)—a complex sentence and (B)—also complex sentence. The portion in italics is *one indivisible whole*, and therefore B, though apparently a compound sentence is really complex in character. See Q 245Z (b) *Note 2*, and the examples referred to

BOOK THIRD

PHRASES AND IDIOMS.

CHAPTER I.

COLLOQUIAL OR COMMONPLACE IDIOMS EXPLAINED AND ILLUSTRATED

246 Grammatical Idiom denotes the grammatical structure peculiar to a language.

Phraseological Idiom or Idiom proper denotes the peculiar uses of particular words or combination of words, generally in other than their grammatical senses

247 It is never safe to fly in the face of danger (=to oppose or defy danger when it is rash to do so) The stag was brought to bay (brought to the state of its being surrounded by enemies and of its being obliged to face them owing to an impossibility of escape). The provisions ran short and starvation stared the crew in the face (=the prospect of an imminent danger of starvation was before them)

Trying to get out of his difficulty, he jumped out of the frying pan into the fire.—In trying to escape from one danger he fell into a greater one. How often do we long when grown old, to begin the world afresh (=to begin the course of life anew)

247 A Provide against a rainy day "They live within their means and lay by something for a rainy day" (=lay up money for an emergency, time of sickness or old age)

To pay one back in the same coin or in his coin He is revengeful and wishes to pay them back in their own coin (=to return like for like, to give tit for tat)

Should the worst come to the worst "I can always enter on board a man-of-war, if the worst come to the worst, but, if I can serve out my apprenticeship in the river I should prefer it" (=if the worst that can happen happens).

To throw off the mask. Milton served Cromwell when Cromwell had *thrown off the mask* and assumed all but the name of king" (= having been acting a deceitful part for some time, suddenly declared his real intentions)

247 B **Golden opportunity** = highly favourable chance or occasion

Flesh and blood. *Flesh and blood* can bear it no longer (= human nature)

Odds and ends = scraps, 'unconsidered trifles'

To play into the hands of another = so to act as to be advantageous to another

Add fuel to the flame or to the fire "He may report thy words by *adding fuel to the flame*" (= supplying fresh stimulants to one's passion)

To give chapter and verse for a thing "I can *give you chapter and verse* for every statement I am making" (= produce the proofs of)

A crying evil 'Such a *crying evil* could not long be tolerated in a civilized city' (= conspicuous evil which seems to cry aloud for redress) 'A *crying shame* that the orphans should be starved' (= disgraceful case of oppression or cruelty)

To cut the Gordian knot "*Gordian knot*, a knot tied by Gordius, king of Phrygia, in the thong which connected the pale of his chariot to the yoke, and which was so very intricate that there was no finding where it began or ended. An oracle declared that he who should untie the knot should be master of Asia. Alexander the great, hearing that his inability to untie it would prove an ill augury, cut it asunder with his sword. Hence a *Gordian knot* is an inextricable difficulty, and to *cut the Gordian knot* is to remove a difficulty by bold or unusual measures"—Websters' Dictionary

247 C **Speak volumes** "Queen Mary's refusal of the first fruits of the clergy *speaks volumes* for her zeal for the Romish church" (= is very significant)

To do a thing off-hand I showed him a difficult problem in Algebra and he *did it off hand* (= did it without delay or hesitation)

To do a thing by fits and starts To study *by fits and starts* is not the way to prepare oneself for the serious business of life (= impulsively and a small portion at a time)

To have to do a thing He *had to cut down* the tree to save his house (= was obliged to cut down)

For aught one cares 'As long as we have sea room, it may blow great guns *for aught I care*' (= I don't care how hard it blows)

For aught I know He was there last year and may be there yet *for aught I know to the contrary* (= I do not know any thing to the contrary)

To turn over a new leaf To change from bad conduct to better

To make a new departure = to start on a new and different course

To enter the field. Two new members are to be elected to the Town Council and five candidates have already *entered the field* (=engaged in the contest)

Take the bull by the horns = confront and boldly grapple with any difficulty

247 D To lead one a wild-geese chase "He only *led me a wild goose chase* in sending me to Calcutta, to get up a political demonstration, for no one there would take any interest in the matter" (=deluded me with vain hopes set me to pursue an absurd, impracticable project)

Against the grain. The man works *against the grain* = he works unwillingly at a work for which he has no inclination

To put one's shoulder to the wheel "The widow had *put her own shoulders to the wheel* and had earned comfortably by sheer industry that which many of her class are willing to owe to compassion" (=did her own work without looking to others for help)

247 E By force of circumstances Her plan was too expensive to carry out and he was obliged *by force of circumstances* to abandon it (=his circumstances were such that he was compelled)

Know the worst We do not *know the worst*, but we know that in three campaigns we have done nothing and suffered much (=know the whole extent of calamity).

Means to an end With this latter school the removal of abuses is mainly *a means to an end* (=desirable not for its own sake but for the sake of something else that it promotes or produces).

To bear the brunt of The centre of the army has *to bear the brunt of the battle* (=to endure the main force or shock of)

247 F Act on one's own account = act for oneself and not as the representative of others

Wear and tear When I took the house I agreed to replace any thing that might be broken, but did not expect to be charged for the effects of ordinary *wear and tear* (=the deterioration produced by ordinary use)

The coast is clear When the thief saw that the policeman had gone and *the coast was clear*, he entered the house (=there was no obstacle in the way)

Put pressure upon a person = try hard to induce a person to do something by using one's influence.

247 G In passing I may say *in passing* what is perhaps not known to the House (=while speaking on the subject)

His will is law 'From Lucitania to Armenia the Emperor's *will was law*' (= whatever the Emperor wished was done as a matter of course).

A born leader of men = a man whose character fits him to exercise command over his fellowman

A blessing in disguise The loss of wealth is a *blessing in disguise* (= really blessing but appears to be the reverse)

Leave nothing to be desired "The judgment of Sir Belial Brett and his colleagues *leave nothing to be desired* in point of clearness" (= are quite satisfactory)

Take for Gospel "A jury was bound to *take for gospel* every dictum of distinguished artists upon the subject of art" (= believe without question)

Go a long way "Simple honesty of purpose *goes a long way* in life, if founded on a just estimate of oneself" (= accomplishes much, is of great importance)

Too hot for one "The company of saints would be *too hot for them*" (= intolerable to)

247 H **Caught in the act** A man and a woman were *caught in the act* of destroying their own child to allay their hunger (= discovered while actually engaged in)

In full swing The preparations for the expedition were now *in full swing* (= active state of progress).

Tried and found wanting "His rectitude and piety tried by strong temptations and never *found wanting*, commanded general respect" (= discovered by experience to be weak or untrustworthy)

Tell heavily on "The evils which were slowly sapping the strength of the Roman Empire at large must have *told heavily on* the real wealth of the province of Great Britain" (= had a very exhausting effect upon)

247 I **Draw a hard and fast line** The only security for truth is to *draw a hard and fast line* between truth and falsehood (= make a very clear and definite distinction)

Man of flesh and blood "The old St Edmundsbury walls were not peopled with phantasms, but with *men of flesh and blood*, made altogether as we are" (= real men)

Left out in the cold = treated with neglect when others are favoured in any way

Black sheep "Lord Salisbury referred, towards the close of his speech, to the delicate question of *black sheep*" (= bad characters)

Fall to the ground This admirable project fell to the ground (= came to nothing, was abandoned)

247 J **Matter of life and death** "This question of a sound, consistent and courageous foreign policy is a *matter of life and death* to you" (= matter of extreme importance)

Backbone The working people constitute the real *backbone* of every nation (=foundation of strength)

✓ **Add insult to injury** = taunt a person with his misfortune or trouble when that misfortune has been brought about by yourself

Do yeoman's service You will *do me yeoman's service* (=do good service as is expected from a yeoman or retainer).

Sands of life = duration of life *My sands of life are nearly run* = my life is nearly expired

247K ✓ **Be lionized** = be made much of, be treated as an important personage

He is not fit to hold the candle to him = he is very inferior to him, he is not fit to be his link boy

Mosaic work = variegated work, generally applied to inlaid or tessellated pavements

Royal road "There is no *royal road* to learning" (=easy way).

✓ **Laugh in one's sleeve** "It ever remains doubtful whether he is *laughing in his sleeve* at these autobiographical times of ours or writing from the abundance of his own fond ineptitude" (=laugh at or ridicule secretly)

247L **Silver lining** = redeeming feature or aspect of a thing "The sable cloud" is turning forth "its silver lining to the night"

✓ **Quite unhinged** = quite unnerved and unable to work, like a door which has had its hinges damaged

Wash your dirty linen in public = make public the defects and faults of your own household or community instead of setting your differences quietly among yourselves

✓ **Put the cart before the horse** "Whoever supposes that reformation was the cause of the Revival of Learning, *puts the cart before the horse*" (=arrange things in the wrong order)

248 "My grandfather is his cousin—So he is **kith and kin** to me" There is **neither rhyme nor reason** in what he says (=neither sound nor sense) By utilizing the **odds and ends** of time he was able to write a book (=fragments, remnants) He arrived just **in the nick of time** (=at the exact moment)

✓ He got **scot-free** (=without being punished) A **hue and cry** was raised after the thief (=a loud outcry) He was **ever up and doing** (=active and energetic) He is not at all well off, in fact he has been **living from hand to mouth** (=precariously, from day to day without provision for the future).

248A ✓ **A leap in the dark** The proverb 'look before you leap' warns us against *taking leaps in the dark* (=doing actions the result of which is very uncertain)

✓ **A host in himself** 'In preparing the illumination,' Mr Smith was found to be a *host in himself* (=as useful as a large number of ordinary people)

Bare possibility 'The *bare possibility* of his succeeding filled me with dismay' (=even the possibility, as opposed to its actually taking place)

Under lock and key When it was known that the dreaded robber was at last *under lock and key*, the citizens were able to sleep more soundly, (=securely locked up)

248B **As things are**=in the present state of affairs

Brings a person to his senses We expected an easy victory over the enemy, but their first well directed volley immediately *brought us to our senses* (=made us realize the true state of affairs)

Bound in honour All men are *bound in honour* to keep their promises (=required by regard for their character as men of honour)

Point of honour *It was a point of honour with King James* to meet his enemies on a fair field (=King James felt bound in honour)

248C **To all appearance** He was *to all appearance* an honest hardworking servant (=as far as could be judged by all that had been seen)

As a last resource You must not go to law except *as a last resource* (=when all other means have proved ineffectual) The same meaning may be expressed by the phrase *in the last resort* 'You may *in the last resort* go to law' (=when all other means have proved ineffectual)

In case of emergency 'The boats were adapted to transport, *in case of emergency*, the whole crew' (=in the event of untoward circumstances rendering it necessary)

To do him justice *To do the villain justice*, he was an agreeable companion (=to abstain from unfairly depreciating the villain)

248D **Feel the ground sliding from under one**, or, **from under one's feet** When one powerful chief after another refused to obey him, he *felt the ground sliding from under him* (=perceived that his position was becoming very precarious) A person in such a position may also be said to be on *slippery ground*.

At home in 'He was perfectly *at home in* all the details of architecture, music and law' (=familiar with)

Right hand man 'In many of Napoleon's campaigns, Soult was his *right hand man*' (=principal supporter or assistant)

A labour of love The work 'Old Mortality' imposed upon himself was a *labour of love*, (=a work done with pleasure on account of the labourers' affection either for the work or for the person for whom the work was done)

248E **Equal to the occasion**— "Sir," said the young officer with confidence in himself which never carried him too far,

and *always was equal to the occasion*, "I am as old as the Prime Minister of England," (=suitable to the circumstances)

✓ **Bid fair to** These trees planted but two years *bid fair to* outgrow those planted five years ago (=are likely, give fair prospect of)

✓ **To go halves** The dog and I always *went halves* (=divided equally)

✓ **To live fast** He who *lives fast* dies soon (=lives luxuriously, indulges every appetite and taste and whim to lead a life of dissipation)

248 *F* It served him right—he met with a well deserved punishment which his own conduct brought on him

Take care of, or look after number one You may be sure that wherever Rama goes, he will always *look after number one* (=look carefully after his own personal interest or safety)

✓ **Call in question** "Of all his rancorous libellers, not one ever ventured to *call in question* his honesty" (=express doubt about)

To bury the hatchet—"Buried was the bloody hatchet" (=peace was made, but the bitter strife was caused to cease)

Take to one's heels=run away, usually with the notion of fear

248 *G* **To sow broadcast** A farmer is said to sow his seed broadcast when he takes it handful by handful and scatters each handful widely by a single jerk of the hand Figuratively, the phrase means to scatter widely or without stint "It was now printed and *sown broadcast* over christendom" (=spread widely).

✓ **I wash my hands of the whole affairs**=I will have nothing to do with it

✓ **Take the law into one's own hands**, "Having caught the fellow with his hand in my pocket, *I took the law into my own hands* and gave him a sound drubbing" (=administered punishment myself without appealing to a court)

248 *H* **A sign of the times**=an indication of the tendency of the period

✓ **Take credit for, get credit for, give one credit for** The captain *takes credit for saving the ship by his skill* (=considers that to him is due the merit of saving the ship) The captain gets credit for saving the ship (=people generally consider that he saves it) I give the captain credit for saving the ship=I consider that the honour or credit of saving the ship is due to him

✓ **Lead the way in** 'Hampden *led the way in* opposing unconstitutional taxation (=was the chief actor in)

✓ 248 *I* **To keep one's eye on another person** The chief *keeps his eye on the policeman* lest he should be caught (=observes the movement and actions of)

To have one's eye upon a thing, have an eye to a thing The inspector *has his eye upon* a professor's chair (=sets before him as the goal of his desires). I know he *has an eye to* something, but I cannot make out what it is (=watches so as to take care of)

In person. He landed *in person* in the north of France (=himself, not by representative)

To hold one's own You may trust Him to make a good bargain, he will *hold his own* against all comers (=maintain his position against opponents) The same meaning is expressed by to hold one's ground, or keep one's ground or, maintain one's ground

248 J To put a good face upon A lawyer tries to *put a good face upon* his client's conduct (=present in a favourable light)

To collect oneself—to recover from a surprise or a state of flurry, to regain self control

Consult the interest of I consulted the interests of the people (=acted with a view to the advantage of)

Imminent danger=danger which threatens immediately.

Come to a standstill. To bring to a standstill. When the steam is shut off the machinery soon comes to a *standstill* (=standing or stop)

248 K I count upon your doing so—I rely on your, doing so

As matters stand, as the matter stands, matters being so, much being the case All these are equivalent to *in such circumstance in present circumstances* "The judge has adjourned the case for a month, so that as *matters now stand*, the plaintiff can do nothing"

Lend countenance to Sultan Monzam at first *lent his countenance to* Shao's party (=gave support to, favoured)

249 He is head and shoulders above them (=by far, considerably) There are not a few amongst us that are penny-wise but pound foolish (=prudent in small matters, but imprudent in greater ones) He is over head and ears, in debt, or in love (=overwhelmed with) We, Indians, want a fair field and no favour(=an unrestricted opportunity for action, and no special patronage or undue partiality)

Young as he was, he had no occasion yet to experience the ups and downs of life (=the alternate states of prosperity and adversity) An intelligent man like him should find no difficulty in comprehending the pros and cons of this case (=arguments in favour of, and against) We are not always ready to go through thick and thin to serve even our dearest friends' (=go through difficulties great or small as they arise)

249 A To lord it over The love of power is so strong in human nature, that when a man becomes popular he seeks to *lord it over* his fellows (= domineer , to act as lord regarding)

Of a piece with This is *of a piece with* the rest of his conduct (= consistent with)

✓ To carry matters with a high hand The principal of the college *carried matters with a high hand* (= exercised authority with crushing force)

✓ Pioneers of civilisation = early promoters or introducers of civilisation

Take effect. 'A law already passed cannot *take effect* until the commencement of the next official year' (= be operative)

✓ To husband one's resources A careful general will *husband his resources* if there be any fear of his supplies being cut off (= manage his means with frugality)

✓ Stamp out *Stamp out* the rebellion (= thoroughly destroy , quell)

249 B Untoward event = unfavourable event

Lame excuse = unsatisfactory excuse.

✓ To fan the flame Openly he professed loyalty , but in secret he *was fanning the flame* of sedition (= attempted to increase)
Abortive efforts to crush the rebellion only *added fuel to the flame* (= added fresh provocation)

✓ Tribute of respect = voluntary mark of honour or respect paid to a person

✓ It speaks well for him I think such instances of attachment *speak well for* master and servant (= are favourable indications or character or conduct)

249 C Turn out well. Our sons *may turn out well*, or *badly* (= be successful or unsuccessful)-

Out of the common run = not ordinary, unusual in degree.

Thankless task. Without sympathy and support of others, public life is a *thankless task* (= task from which little or no credit or profit is to be gained)

Take upon oneself = assume the right to act

Stretch a point One may occasionally *stretch a point* for a friend = extend to the utmost limits of correctness or propriety

✓ 249 D To throw cold water upon "This enthusiast wants to float a company, but wise men *throw cold water on* his whole scheme" (= discourage)

Cannot be helped If I would ruin myself there was no *help for me* (= remedy for me)

✓ Lay heads together. When rogues *lay heads together*, let honest men beware (= join together in planning or arranging something)

To give or show one the cold shoulder 'If you have been impudent to a gentleman, you may expect him to *show you the cold shoulder* (=treat you coldly)

249 E Catch at a straw "A drowning man will catch at a straw" So, when a man in difficulties, finding nothing substantial to lay hold of grasps at something trifling and unsubstantial, he is said to catch or grasp at a straw

Not to care a straw, a pin, a rush etc I do not care a straw for his opposition (=regard of more consequence than a straw)

Follow in the footsteps of, to tread in the footsteps of = to follow the example of.

Not worth his salt 'If the English non-conformists are *worth their salt*, they will contest in the courts the ridiculously illegal action of the charity commissioners' (=capable of doing any useful work)

249 F To follow the wake of Let a man once become famous and many will try to *follow in his wake* (=follow his course)

Throw into the shade 'His merits were *thrown into the shade* by those of his brother' (=overshadowed, caused to appear insignificant)

To show fight The crocodile *showed fight* the moment he was attacked (=adopted the attitude of one ready to fight)

To his shame be it spoken He left the country, *to his shame be it spoken*, without visiting or thanking his benefactor (=greatly to his disgrace)

249 G To show bold front If you only *show a bold front*, he will yield to your demand (=adopt an attitude of determined resistance.)

Come to an understanding with The buyer and the seller soon *came to an understanding* (=arranged a mutual agreement)

A good understanding = friendly relations based upon mutual confidence.

Enter the lists I am willing to *enter the lists* against him (=engage in a contest)

Not know which way to turn I don't know which way to turn to raise the necessary sum (=am utterly at a loss)

Work wonders Be very effective, bring about great results
Challenge comparison His verses may *challenge comparison* with those of Tennyson (=bear to be compared with not to lose by comparison)

To run away with a notion or idea. He *ran away with the notion* that he would be appointed professor (=persistently followed the foolish notion)

To send one about his business The fellow came bothering me for an appointment, but I had to *send him about his business* (=dismiss him contemptuously and hastily.)

Draw up a statement = arrange or formulate a statement, express it in an intelligible form

With crushing effect The news of his ruin came on him with *crushing effect* (= with disabling effect)

249 *H* **To open your mind to a person** = to unburden your mind to him, to make known to him something felt to be a burden on your mind

Spare no expense = do all that money can to execute an aim

To give one to understand Were you *given to understand* that there would be a review of the troops to day? (= led to believe, given reasons for believing)

Cut the ground from under one = Leave one no basis of action

To have a short memory You say you have forgotten your promise of yesterday you *have a short memory* (= are unable to remember a thing for a long time ironically it indicates you remember while you pretend to forget)

Master of the situation He was *master of the situation* and for the time could insist on compliance (= without a rival or equal to contest his supremacy)

249 *I* **To strain every nerve** He *strained every nerve* to get the appointment (= used his utmost efforts)

Moral certainty 'There is indeed a *moral certainty* that they cannot do this' (= a probability so strong that one would be justified in acting on it)

To take the tide at the flood = to take advantage of an opportunity when it occurs "There is a tide in the affairs of men, which *taken at the flood*, leads on to fortune

Out of the common run = superior to the average, unusual

Strike the iron while, or when, it is hot = take advantage of an opportunity when it arises

To gain or win laurels This young man has *gained laurels* as a poet (= achieved success)

Out of touch with = having an imperfect sympathy with and imperfect knowledge of

249 *J* **To give him his due** "Yet, *to give him his due*, he managed things with far more discretion than either Sir Lewis or the rioters' (= to be just to him)

To catch one's eye I did not *catch his eye*, else I should have bowed to him (= arrest his attention)

Fall in with This opinion *falls in with* my own views (= coincides or agrees with)

Would fain have *I would fain have* thrown away the medicine, it was so nasty (= would gladly have)

Answer the purpose = suit the requirements of the occasion

To get into hot water, to be in hot water This boy is so fond of tricks that he is always *getting into hot water* (=getting into irritating circumstances)

249 *K* Break the news = make (bad news known gently and gradually so as not to inflict too great and sudden a shock)

To get into a mess His accounts seem to have *got into a mess* (=get into perplexing difficulties)

Lay one under an obligation = make one feel indebted

Back out of an undertaking = show signs of retiring from an undertaking

↳ To leave one in the lurch At the first approach of troubles he went off and *left me in the lurch* (=left me in a helpless and embarrassed situation)

↳ Pursue to the bitter end. The Franco German war was pursued to the bitter end (=persisted in spite of the consequences)

↳ 249 *L* To spilt hairs = to make subtle distinctions

To spilt the difference. "A seller asks fifty rupees for a horse, a buyer offers forty, they finally agree to *spilt the difference* and so the horse is sold for forty five rupees" (=to divide the difference equally)

↳ A bed of roses His position at this time was by no means *a bed of roses* (=very easy or luxurious circumstances)

↳ A bed of thorns = a position attended with many cares and troubles

↳ To end in smoke All his opposition *ended in smoke* (=came to nothing)

↳ Compass one's destruction = effect one's ruin

To draw a person In Parliament statements are often hazarded about the intentions of the Government *in order to draw the responsible authorities*

↳ 250 The man was beat black and blue (=he got a very severe beating) It is not good to do things by fits and starts (=at intervals of sudden activity) ↳ He left his native country for good and all (=finally, never to return) He is to all intents and purposes a tool in the hands of his subordinates (=practically, though not in name) See Q 266 He is ready to go through fire and water to serve me (=to face the most terrible dangers)

When it has been finally settled that we should do the thing, it is time for us to begin thinking of the ways and means for doing it (=methods, resources, facilities) ↳ Let bygones be bygones and be friends again (=forget the past) The long and short of the matter is that your adversary is not going to come to terms with you at all (=the whole substance) ↳ He is at best a fool = Taking the best view of his character, he is a fool, he is a fool, if not worse

250 *A* ↳ To act a double part or play a double game An honest man will scorn to *act a double part* (=do one thing openly and another thing in secret)

✓ **Mince matters** "The language used by the speakers *left nothing to be desired* for its Saxon vigour, spades were spades and there was no attempt at *mincing matters*" (=disguising matters)

✓ **To mount guard.** These men *mounted guard* at six o'clock (=took the position of sentinels and did their duty).

✓ **You ought to be above doing that** = your proper pride or sense of dignity should prevent you from acting in such a manner

250 **B Give him credit for ability** = admit that he possesses ability

To run in the same groove It is clear that the ideas of both these reformers *ran in the same groove* (=advanced in harmony)

✓ **Trust to the chapter of accidents** *He trusts too much to the chapter of accidents* = he does not take proper precautions

✓ **Play truant** This man should chastise his son when he finds that he *played truant* (=when sent to school, went off to play)

Play at cross purposes = thwart each other's designs

✓ **To set people by the ears.** "Whoever hears of fat men leading a riot? No no, it is your lean hungry men who are continually worrying society and *setting* the whole community *by the ears*" (=producing a strife between causing to quarrel)

250 **C Spirit of the age** Such a reactionary policy was entirely opposed to the *spirit of the age* (=tendencies of the age).

Sign of the times = indication of the tendencies of the period

✓ **To plume oneself on a thing** This student *plumes himself* on his attainments in logic (=is proud of)

✓ **Let the matter stand over** = let it be deferred for future consideration

✓ **To give one a bit of your mind** — He has treated me badly and I mean to write a letter and *give him a bit of my mind* (=scold him speak or write upbraidingly to him)

✓ **Amidst such surroundings** It is extraordinary that a man brought up *amidst such surroundings* should have been virtuous (=under circumstances)

250 **D To go to a great expense.** The municipality has *gone to a great expense* to give a suitable welcome to a new Governor (=expended much)

✓ **Give one the benefit of the doubt** = put the more favourable of two possible constructions on one's conduct

✓ **That accounts for it** = that is the reason, — usually, the reason of something which was previously perplexing or mysterious

✓ **Get to the bottom of the matter** = penetrate the mystery, find out all about it

Leave word. He then went away leaving word that he would return at one o'clock (=leaving a message to be delivered to some one)

250 E **To live up to one's income** Instead of *living up to your income*, you should try to provide against a rainy day (=expending your whole income as it accrues)

Engaging manners This young woman has a cultivated mind and manners in the highest degree *engaging* (=attractive or fascinating)

Face it out=brave it out, or braid it out by assuming a defiant air

Enjoy oneself He has gone to Matheran to *enjoy himself* (=take pleasure).

To levy blackmail Black mail was money extorted by freebooters and given to them as a bribe to exempt properly from their depredations. These freebooters were able to defy the officers of the law and carry on their schemes in spite of them. Hence, *to levy blackmail*, is generally, to exact exorbitant and unjust charges

250 F **Have many irons in the fire** "But, sir," said she, "I have no time. I *have* already so many *irons in the fire*." (=have great many different things to attend to)

Make a man bleed or bleed freely Most men find pleasure in making a miserly creature *bleed freely* (=drawing money by high charges from, making pay dearly)

Exploded theory=A theory no longer believed in

Rising generation 'The numbers of the *rising generation* promise to be quite equal to their fathers' (=the generation approaching manhood)

250 G **To lay oneself open to** Fault finders *lay themselves open to* attack if a fault is found in them (=expose themselves to)

To fight shy of He tried to draw me into partnership with him in business, but I *fought shy of him* (=made attempts to avoid him without letting him know that I was doing so)

Sands of life=duration of life

Come wrong come amiss A legacy seldom *comes amiss* to any body (=comes in an inconvenient or unsuitable time or way)

250 H **Keep the peace break the peace** 'Two men quarrel and fight they are said to break the peace. They are brought before a magistrate and are found over to *keep the peace*' (=refrain henceforth from brawling)

No sooner said than done=the action followed immediately after the words

✍ To beggar description The sunset glow on the higher Alps is so gorgeous as to *beggar description* (=beyond one's power to describe it adequately)

✓ Worse for wear His hat was not much *the worse for wear* (=damaged by use)

✓ To stand one in good stead The wolves were after the traveller, but his horse *stood him in good stead* and he escaped (=was of great advantage to him in a time of difficulty)

✓ 250I Fence with a question = try to avoid directly answering a question

Stand to one's guns = persevere.

✓ Lift a finger Although he might easily have saved them, he would not *lift a finger* in their defence (=make the least exertion)

✓ To open fire = the British iron-clads *opened fire* on the forts of Alexandria (=began to fire with musketry or artillery)

✓ Tempt fortune "A rich man who engages in a bold speculation may be said to *tempt fortune*. (=do something the result of which may be unfortunate)

✓ 250J To occur to one to strike one, to suggest itself to one These are equivalent expressions. *It did not occur to me* that the man was only playing a part (=such an idea did not arise in my mind)

✓ Submit with a good grace = yield without manifesting any signs of reluctance

✓ To start a question to raise a question "We were considering the best means of doing away with caste feasts, when he suddenly *started the question of* vernacular education" (=proposed for consideration the topic of)

Not to hear He could not hear of such a proposal, i.e., he rejected it without thinking it worthy of being considered for a moment

✓ To get word I have *got word* that my brother has fallen seriously ill (=received a message)

✓ 250K I dare say is used to introduce a supposition that you think possible, but which you do not assert with confidence. 'I *dare say*, you will find me at home, but I may possibly be absent

✓ To take or let one into a secret Will you *let me into the secret* of your happiness (=make known to me the secret)

✓ Justified by the event Clive's decision to attack the enemy was *justified by the event* (proved to be correct by what happened after)

✓ To give currency to. It is wicked to *give currency* to lying scandal (=make current)

✓ An evil genius, or evil angel = a person who has an unfortunate influence over one's fortune.

250L ✓ To give a false colouring to A man who is

known to *give a false colouring* to a statement will not be believed even when he speaks the strict truth (= misrepresent to represent in a slightly different light from the true one)

Make capital out of Both Conservatives and Liberals *make political capital out of national misfortunes* (= use the national misfortunes as means towards promoting the interests of the political party to which they belong)

To give a thing a wide berth. A sailor *gives a rocky headland a wide berth* (= keeps his ship at a safe distance from)

Cold comfort It was *cold comfort* for the fallen king to be told that his misfortunes were due to his own misconduct' (= reverse of comforting)

250M To hang by a thread "He has been gradually growing weaker and *his life now hangs by a thread*" (= the continuance of his life in that state is a matter of great uncertainty)

To set, or lay a trap A poacher *lays* (or *sets*) *a trap to catch rabbits* (= prepares a trap and places it in a position for catching) A general in warfare often *lays a trap for* his enemies (= prepares a scheme to deceive and draw in)

Give colour to The discovery of this fact *gives some colour to* the extraordinary accusation (affords support to)

To cook or doctor an account "From the balance sheet presented to the share-holders, one would have supposed the company was in a flourishing condition, but it afterwards turned out that the secretary had *cooked the accounts*" (= tampered with, or falsified the accounts in order to deceive)

250N In the humour The wittiest men cannot be expected to jest when they are not *in the humour* (= inclined)

To ride a hobby A *hobby* here means a favourite subject which one dwells on unduly, or to the weariness of others and *to ride a hobby* is to constantly refer to this favourite subject particularly in conversation *Er* — "Cultivate the listener's art. Talk just enough to develop your companion's powers. If he has a hobby, let him ride it"

Half the battle "In learning to swim, *half the battle* is to gain confidence in the buoyancy of water" (= a very important step)

251 Buddha forsook, once for all, his kindred, kingdom etc (= once for all occasions, once and that finally) He is now **in the ascendant** = He commands power and influence. I always found that whenever this fault of his character was mentioned to him, he was **stung to the quick** (= wounded or affected in his most sensitive part) ✓ He **abused me and called me names** (= applied to me reproachful epithets)

✓ He **laid him about with a stick** (soundly beat him) He assured me of the rumour being false, though I had heard *to the contrary* He did not help me, *on the contrary* did his best to

injure me in a variety of ways ✓ 'The story was related to us *by way of* showing to us the manifold evils of intemperance (=with a view to)

✓ 251 A To put a spoke in one's wheel "Mr Brown was getting on well in business till the Paris opened a rival establishment, and that *put a spoke in* Mr Brown's wheel" (=proved a serious barrier, or hindrance to Mr Brown's business)

✓ A burning question—a question that excites strong feeling

✓ 251 B To a fault That man is *indulgent to a fault* (=over-indulgent, or inclined to take an indulgent view whenever any one commits a fault) *Generous to a fault* =more inclined to give too much than too little

To rule the roost "The new-made duke that *rules the roost*" (=domineers over those with whom he is associated, lords it over others)

✓ To walk with God Do justly, love mercy, and *walk* humbly *with thy God* (=obey thy God, have habitual communion with Him).

✓ 251 C Let thing take their course=allow matters to proceed in their natural order without interfering

In working order=able to do the work for which thing was intended

✓ With a grain of salt "One must *take* Lord Randolph's assertion *with, not a grain, but a handful* of salt" (=regard as not slightly but very largely exaggerated)

✓ For the matter of that "He thought Mr. Elliott was ailing, and, *for the matter of that*, his wife didn't look the strongest woman in the world" (=so far as that or the ailing was concerned)

✓ 251 D Beneath contempt This thing is *beneath contempt* (=so far inferior to ordinary contemptible things, that we should not allow it to excite any such feeling as contempt in our minds)

✓ Have in view The end which I have always *had in view* I can describe in one word (=aimed at)

✓ Carry one's life in one's hand All through this perilous journey the intrepid traveller carried *his life in his hand* (=was constantly in danger of losing his life)

✓ Born and bred in the purple =born and brought up in a palace as the child of royal parents

✓ Make a point of doing so When you go to Bombay *make a point of* calling upon Mr X. (=take care not to omit)

✓ 251 E. Redeem one's pledges Government are pledged to do all that is found to be practicable and desirable, and the nation as a whole is satisfied that they will in this matter *redeem their pledges* (=do what they have undertaken to do)

✓ Take the sense of. You *take the sense of* the army from the conduct of the Guards (=form an opinion of the sentiments of)

• **Pay court to** He now began to *pay his court* to the people with systematic assiduity (=try to gain the favour of)

Plume oneself upon. The prince *plumes himself upon* the security of his title to the crown (=is proud of, regards with complacency)

Say the last word on a subject = treat a subject so completely that no further light can be thrown upon it by any one else.
Et — "Matthew Arnold has not said the last word upon translating Homer"

251 *F* **The plot thickens** = the complicated scheme becomes more mysterious

Give an impulse to The Reformation *gave an impulse* to thought and inquiry (=stimulated, urged forward)

• **Go out of one's way** Alcibrides was not a man to go out of his way to benefit his fellow citizens (=put himself to inconvenience)

Reflect credit on The state of the streets did not *reflect credit on* the municipality (=add to the reputation of)

A rising man = a man likely to attain a high position in the world

• **Driven from pillar to post** "*Driven from pillar to post* in the Jamalpore Case, the Bengal Government finally resorted to an attempt to prejudice M Glazier's memorial" (=driven about from one place to another without being allowed to rest at any one place)

• 251 *G* **Alive to** I am perfectly *alive to* the fact that you wished to help me (=conscious of)

• **Put one's whole soul into one's work** He put his whole soul into the difficult task he had undertaken. (=did his work with the greatest possible zeal and energy)

Lost on one "I can easily believe it to be full of rocks and promontaries, grey moss and brush-wood, but these are all *lost on me*" (=not in the least noticed or appreciated by me)

• **For the life of him.** He was a heedless youngster and could not, *for the life of him* resist any new temptation to fun and mischief (=even by means of the greatest efforts)

• 251 *H* **In one's teens.** He composed a large amount of poetry while he was still *in his teens* (=between the age of twelve and twenty)

• **Deny oneself a gratification** = abstain from acting in a way which would give oneself pleasure.

Head over heels = so as to bring the heels uppermost

• **A drop in the ocean.** "The power, however, of the House of Commons, when least diminished, is as a drop of water in the ocean compared to that residing in a settled majority of your national assembly" (=a mere nothing)

251 *I* **A rule of thumb** Whether he was to work out the best form of a bow by *rule of thumb*,—or whether he is able to

apply general rules, the process is essentially the same (=imperial rule as opposed to a rule, based upon scientific principles)

✧ **Make one's mark.** 'Sloth never *makes his mark* in the world' (=distinguishes itself)

✓ **Prefer a request**=make a request

✓ **Countermand an order**=revoke or annul an order

✧ **Take French leave**=go away without asking permission

Impose upon Hypocrites can easily *impose upon* those who are willing to be convinced (=cheat, delude)

✓ 251 **Be at the bottom of** Jesuits were *at the bottom of* the scheme (=really the cause of)

✓ **Come on the parish**=be reduced to such a state of indigence as to require parish relief

✓ **Cast about for** He was evidently *casting about for* a plausible excuse (=trying to find)

✓ **Strike light**=light up a match or similar implement.

✓ **Compare notes**=communicate one's opinions on a given subject to another person and hear his opinions in return

✓ **Trick of fancy, trick of imagination**=illusion, hallucination

✓ **A sheet of water**=a broad expanse of water, a lake.

✓ 251 **Redound to one's honour or credit** "An appointment such as this, when it is a gentleman and a disinterested one that holds it, must be a benefit to the native and *redound to our credit* as a nation" (=result in bringing credit to us).

✓ **Grope one's way** We should *grope our way* more safely in conscious blindness (=by feeling with the hand, discover in what direction to move, as is done in the dark)

✓ **Shed light on, throw light on** There are certain antecedent facts which shed some light on the king's motives (=gave new information about, made more clear or intelligible).

✓ **Landed property**=property consisting in land

✓ **Shed a lustre on** The names of Shakespeare, Spenser, Bacon, Cecil, Raleigh *shed lustre on* the times of Elizabeth(=make glorious)

✓ 251 **Caught tripping**=discovered in error

✓ **Have to do with** I do not know *what* the Assyrian tablets *have to do with* the matter (=how they are connected with)

✓ **Meet one at every turn**=At Matheron children and perambulators *meet one at every turn* (=come up or recur very frequently)

✓ **Fan into a flame** The orator's words *fanned into a flame* the long smouldering discontent (=caused to blaze by fanning, used metaphorically)

Take the will for the deed=be satisfied with the good intention, though the execution has failed

✓ 251 **Far to seek** The reason why Cæsar preferred this route is not *far to seek* (=difficult to discover).

Court disaster = deliberately act in a way likely to lead to disaster

Take the consequences "But if you, young gentlemen, will disguise yourselves, it is your own fault and you must *take the consequences*" (=suffer the evils or inconveniences resulting from the course of action)

Drop a hint = give information indirectly

Friend at court = an influential supporter or promoter of one's interests

None the worse He returned home *none the worse* for the labour he had undergone (=without having suffered any loss of health)

251 N Crop up or out All kinds of unexpected troubles and difficulties *cropped up* (=sprang up irregularly and unexpectedly)

Out of humour The absence of enthusiasm in his reception put the prince *out of humour* (=discontented, put him in a bad temper)

Give due weight = allot a suitable amount of consideration

In the chair = acting, as president at a meeting, because presidents sit in the principal chair at meeting

By dint of *By dint of* great exertion (=through, by means of)

251 O Cast-off clothes = old clothes that have been discarded as no longer fit to wear

Harbour a design = meditate or intend some course of action, usually in a bad sense.

Set a good example In exact punctuality Wellington *set a good example* to his officers (=acted in such a way that the officers would do well if they followed his example)

Cast in one's lot with The Plateans determined to *cast in their lot with* the Athenians (=attached themselves to the fortunes of)

Turn a person round one's little finger = have complete control over a person, so as to be able to make him do whatever one wishes

251 P Break a fall. He fell from the fore yard to the deck but *his fall was broken* by a rope which he caught in his descent (=the violence of his fall was lessened)

Count on James conceived that he could *count on* their fidelity (=confidently anticipate)

Be at the beck and call of. "I am sure the English people will not be *at the beck and call of* Mr Gladstone" (=under the absolute control and at the disposal of)

The cradle of a race The Hindu-Koosh is *the cradle of the Aryan race* (=the place where the remote ancestors of the Aryan race lived in early times)

251 Q Give an impetus to The establishment of this

-scholarship *gave an impetus to* the study of oriental literature (= promoted , added vigour to)

✓ Robbing Peter to pay Paul = taking money from one object to expend it on another not more deserving

✓ Up to the ears in work = almost overwhelmed with work

✓ Cry quits = cry that division is equal , come to an agreement

✓ Elbow out one's neighbours, rivals, partners = rid oneself of one's neighbours, rivals, partners, by gradual encroachment on their rights

✓ Come across I shall send you the first porter I *come across* (= happen to meet).

✓ Afraid of his own shadow—causelessly afraid

✓ To turn tail—to turn away

CHAPTER II.

252 Give the meanings of —

(a) He gained his *point* (b) He has made it a *point* not to obey his master (c) To run one's head against a post (d) I must probe the matter to the bottom (e) I do not pull well with him (f) Queen's English (g) Out of the question (h) Lay by something against a rainy day

Ans (a) He achieved the *particular object* he had in view (b) He has resolved not to obey &c. It has been his special aim not to obey 'To make *point* of doing a thing is to set it before you as a thing to be certainly done and not omitted.' (c) To go to work heedlessly and stupidly, as if one had no eyes (d) I must *thoroughly* investigate the matter The *allusion* is to a surgeon using the *probe* which is an instrument for examining the depth of wound or of an ulcer (e) I am on good (or bad) terms with him. (f) Pure, current English (g) Not worthy of, not requiring consideration , not to be the thought of at all , impossible As for my father allowing me to go to England, that was simply *out of the question* (h) Save something against *evil times* , provide for days of *adverse fortune*

253 Explain —

(a) To close a bargain (b) Sinews of war (c) To strike one's flag, or colours (d) To kill time

Ans (a) To close a bargain, is to finally agree to the terms of it (b) *Sinews of war*—money required to carry on a war or any arduous undertaking—just as the body of an animal has no force without healthy sinews or muscles, so no difficult *business* or warfare can move on vigorously without the expenditure of money —M^c Mordie (c) To strike one's flag, or colours—to surrender them (spoken in reference to a contending party in a battle) (d) To kill time—to busy oneself in something useless, which makes the time pass without tediousness.

254 Explain —

(a) To give quarter (b) At the eleventh hour (c) To bide one's time (d) To go to sea (e) To be at sea (f) He is a strong man

Ans (a) *To give quarter*—To extend mercy to the conquered, to spare the life of the conquered—"Lambs at the mercy of wolves must expect no quarter" (b) *At the eleventh hour*—At the latest available time. The phrase is derived from the parable of the labourers in the vineyard given in the Bible (*See Matthew xx 16*) These are people who would never take other people's advice except *at the eleventh hour*—(that is to say, at the last moment, when advice is not likely to do good) (c) *To bide one's time*—To wait patiently for a favourable opportunity (d) *To go to sea*—To take to a sea-faring life, to follow the occupation of a sailor (e) *To be at sea*—The phrase is used metaphorically in reference to a person flurried or confused, opp *to be at home* *Ex* —(1) He is quite *at sea* when discussing a subject which he has not thoroughly mastered (2) the boy is quite *at sea* in mathematics—he can't answer a single question correctly (f) *He is a strong man*—(1) He is a man of robust general health, (2) He is a strong minded (as opposed to a weak-minded) man

255 Explain the following sentences —

(a) He does not care to split hairs over subtle differences (b) Wherever he went, he kept an eye to the main chance (c) He played fast and loose with his acquaintance (d) He attempted to palm it off as his own work (e) I could hardly keep up my countenance (f) He never gave a poor man the cold shoulder

Ans (a) He does not care to make minute distinctions where only slight differences can be discerned (b) Wherever he went, he was always on the look out for any possibility of gain (c) He was very inconsistent in his behaviour towards those with whom he was acquainted (d) He tried to delude people into believing that it was his own work (e) It was difficult for me to refrain from laughing (f) He never treated a poor man with unsympathetic neglect.

256 Give the meanings of the expressions in italics

(a) He *falls in with* my views (b) He is *getting on* favourably (c) He *was drawn in* to *give out* his secret (d) He *filled in* the figures (e) His plan *broke down* (f) They *held him up* as an example (g) *Hold on* till I come back

Ans (a) He *falls in with* (—agrees with) my views (b) He is *getting on* (=progressing) favourably (c) He was *drawn in* (=induced) to *give out* (=make known) his secret (d) He *filled in* (=inserted) the figures (e) His plan *broke down* (=failed) (f) They *held him up* (exposed him to view) as an example (g) *Hold on* (=wait) till I come back.

257 Explain —

(a) To call a spade a spade (b) To feel one's way (c) There are friends and friends (d) To be in one's good books, to be in one's bad books

Ans (a) *To call a spade a spade* = "To be plain-spoken by calling a wicked thing by its right name, without any attempt to gloss over its wickedness by giving it a pleasant name" *Ex* — (1) You must not be afraid of using common words and must *call a spade a spade*. If you are going to speak against bribery at an election, you must use the word "*bribe*" pretty plainly (*Helps*) (2) To speak of any immorality lightly as though it were a small thing is very bad better to *call a spade a spade* and let immorality always have its true name that it may excite the disgust it deserves" — *Mc Mordie* (b) *To feel one's way* in any matter is to proceed cautiously, so as to avoid risks and dangers *Ex* — "When a company starts a new business, it should carefully *feel its way* for a time" (c) *There are friends and friends* = There are different kinds of friends, and *all* professed friends are not *equally* deserving of the name. Similarly, a man who has found that all shop-keepers are not alike, but that some do their business honestly, while others do not, or that some execute orders neatly and honestly while others do not, may indicate his sense of the difference by saying — *There are shop keepers and shop-keepers*. So, *there are graduates and graduates* — *Mc Mordie* (d) (1) *To be in one's good books* = To be in favour with him (2) *To be in one's bad books* = To be out of favour with him *Ex* — He will readily accede to your request ; you are *in his good books*

258 Explain —

(a) He is worth a mint of money (b) He was addicted to sharp practices (c) He used to be up with the lark every morning (d) He was as good as his word (e) He was so sharp set that his mouth began to water. (f) People began to fight shy of him.

Ans (a) He is an extremely rich man (b) He was in the habit of having recourse to devices which are not honourable (c) He used to rise every morning as early as the lark. (d) He kept his promise (e) He had such a keen appetite that water collected in his mouth in anticipation of the pleasure of eating (f) People began to avoid having any dealings with him.

259. Explain —

(a) *A tempest in a tea-pot* = a great, angry fuss about a trifle (b) *Flesh and blood can bear it no longer* = Human nature can bear etc : e, it is hardly possible for a man with his passions and feelings to bear such conduct any longer (c) *To do one a good turn* = To do one a kindness at an opportune time *Ex* — "If you will withdraw your application in favour of mine, you will *do*

me a good turn"—*Mc Mordie* To do one an ill turn=To do one an injury (d) They were *sore pressed*, they were in extremities for earning a livelihood

260 Give the meanings of the words in italics —

- They made it up with each other (=became reconciled)
 (b) Prices are *down* (=fallen low), cf prices are *up* (=risen)
 (c) The Liberals are *in* (=holding office again), (d) He is *down* (=fallen in his luck) (e) The bargain is *off* (=cancelled)
 (f) Some money was still *over* (=remaining)

261 Explain —

- (a) *To follow suit*=To follow the example of another, to do as some one else has done *Ex*—"His horse cleared the fence, and mine *followed suit*" (b) *To have clean hands* To be innocent, or, free from guilt One who receives bribes or cheats another is said not *to have clean hands* (c) *To feel the pulse*=To feel with the hand the beating of one's pulse hence, *metaphorically*—*to sound one's opinion or mind, to elicit one's intention*

262. Explain —

- (a) Whatever the verdict may be, his guilt is morally certain.
 (b) A good ship, when well under weigh, makes as many as fourteen knots an hour (c) His salary was so small that he could scarcely keep his head above water (d) The mind never unbends itself so agreeably as in the conversation of a well chosen friend

Ans (a) Whether he is found innocent or guilty, there can practically be no doubt that he is really guilty (b) A fast ship, when sailing at her best speed, progresses at the rate of about fourteen miles an hour (c) His pay was so small that it was with great difficulty he kept out of debt. (d) The mind never relaxes itself so pleasantly as when we are talking with a friend whom we like.

263 Explain —

- (a) *To sound a man*=To ascertain his secret wishes to elicit his real intentions (b) *To cook an account*=To intentionally falsify an account (c) *To strike work*=To cease working in a body to exact concessions from employers, cf the phrases, *to go on strike*, or, *to strike* (which are equivalent expressions) (d) *To get into bad odour*=To become unpopular with others (e) *As matters stand*=In such circumstances, in the present circumstances *Ex*—As matters now stand with the Government, you can't hope for a remission of taxation

264 Explain —

- (a) *To stand to one's guns*=To persevere The phrase is derived from the practice of artillerymen standing to their guns and working them against an attacking foe—*Mc Mordie* (b) *To collect oneself*=To recover from a surprise or a state of flurry, to regain one's usual self-control—*Mc Mordie, Ex*—When a

person is stunned by the force of any severe misfortune, it is a long time before he is able to collect himself (c) *To keep watch and ward*—To maintain constant watch night and day “*Watch*” was the fourth part of the *night*, “*ward*,” the fourth part of the day (d) *He was made a tool of*—He was used as a mere tool as mere passive instrument with which a person accomplishes his object

265 Explain and illustrate the uses of —

(a) From time immemorial (b) To be at death's door. (c) To have a thing at one's finger's ends (d) To tar and feather (e) In word and deed (f) From first to last

Ans (a) This practice has come down to us *from time immemorial* (= from time out of mind, from a period longer than can be remembered, from very ancient times) (b) The doctor was unavoidably late in coming, and found the patient *at death's door* (= very near death) (c) He could discourse on the subject of free trade at a moment's notice, for he had it *at his finger's ends* (= for he was thoroughly familiar with it) (d) The man was discovered lying concealed in a house, and was *tared and feathered* by the people for the injury he had caused them (= smeared with tar and dressed in feathers as a most humiliating punishment) (e) He is a friend both *in word and deed* (= in his professions as well as in practice)

266 Explain —

(a) (1) *The questions are at issue*—The questions are disputed, or are in controversy *Ex* —The *question at issue* (= *point in dispute*) was whether England had or had not a right to govern America. (2) *We are at issue on this point* We disagree or are at variance, on this point (b) (1) *He has not a leg to stand upon* = (metaphorically) he is without resources (2) *An itching palm* = A hand ready to receive bribes *To bear the palm* = To be victorious, to win (c) (1) *In common parlance* = In the language of everyday life (2) *Take care of the pence and the pounds will take care of themselves* = If you avoid petty extravagances and economize the small daily expenses of life, you are sure to gain a competency (d) (1) *He is of a piece with his friend* = He is exactly like his friend *Ex* —His conduct was of *a piece with his master's* (2) *To stretch (or strain) a point* = To exceed what is strictly right, to go beyond what is proper or legitimate

267 Explain the following sentences —

(a) The gentleman took his departure with the remark that he would look in presently (b) He had the subject so completely at his fingers' ends that he had no difficulty in answering the paper (c) While still very young, he promised to turn out a clever fellow, and to be a credit to his family.

Ans (a) The gentleman went away saying that after a little time he would pay a short visit (b) He was able to answer easily all the questions in the paper because he had a thorough knowledge of the subject. (c) While he was still very young he gave those who knew him reason to believe that he would eventually become a clever man and add to the reputation of his family

268 Explain and illustrate the correct uses of —

(a) To laugh in one's sleeve (b) Neck and crop (c) By hook or by crook (d) Loaves and fishes

Ans (a) John *laughed in his sleeve* when the grave man was talking nonsense (=laughed secretly, while preserving a grave exterior) (b) To destroy them *neck and crop* seemed to him very difficult (=completely, wholly) (c) You must do the work for me *by hook or by crook* (=by any means, direct or indirect) (d) Judgeships are part of the *loaves and fishes* distributed to distinguished lawyers (=emoluments of office)

269 Give the meanings of —

(a) *He harps for ever on the same string* = He is continually repeating the same sentiment (though in different words), so as to produce a sensation of weariness in his hearers, he is continually *teasing* people about the same subject "If a harp were always touched on the same string or chord, the sound by its monotony would produce weariness" (b) *He is a round man in a square hole*, or, *he is a square man in a round hole* = He is the wrong man in the wrong place he is not the right man in the right place. (c) I beat him *all hollow* (=soundly, completely) (d) He is *at home* (=familiar with, as opposed to *at sea*) on this subject (e) I undertook it *at his instance* (=at his solicitation) (f) *There is not an iota of truth in the assertion*—There is not a grain or particle of truth etc The assertion is not in the least true. (g) *The iron age* = The age of cruelty and hard heartedness *An iron constitution* = A robust constitution a health not easily broken down *An iron will* = firm, inflexible will, a will that is not easily shaken or daunted

270 Explain the following —

(a) He is sure to do his business well, I'll be bound (b) So great was his eloquence that every one hung on his lips (c) He won the race without turning a hair (d) In strength and skill he was more than twenty times a match for his adversary (e) He stole a march upon his rival

Ans (a) I am sure that he will do his work well (b) He was so eloquent that every one listened with rapt attention to what he said (c) He won the race without showing any sign of violent exertion (d) He was strong enough and skilful enough to contend on equal terms with twenty such men as his opponent (e) He secretly got in front of his rival

271 What do you understand by the following :—

Point blank = (Lit) *blank point* or the white or blank spot in the centre of a target. Figuratively it is used as an adverb to signify *in a point-blank manner* = *directly* (e.g. I asked him *point blank* whether he had not actually stolen the thing) or, it may be used as an adjective to signify "*direct*," "*aimed directly at the mark*" (e.g. a *point blank* assertion)

Malice prepense — *Prepense* = Premeditated, intentional and is used chiefly after (not before) *malice* in the phrase *malice prepense* (= "some evil purpose previously devised or meditated")

The body politic. — *Politic* = Pertaining to the *polity* or government of a community or nation = political, the word is used after (not before) *body* in the phrase *the body politic* in the sense of— "*the political body*" i.e. the *state or community*. "This is due to the old antithesis between the *body natural* (i.e., the body of the individual man as made by nature) and the *body politic* or the collective body or state as made by society."

An indifferent physician — *Indifferent* = Not particularly good, nor very bad, of a middle state or quality, *et* — He is in *indifferent health*

A broad hint = "A plain, undisguised hint" Cf. *broad mirth* (= coarse, indelicate), *broad nonsense* (= gross obvious), he has *broad views* on this subject (= large, liberal *as opposed to narrow, conservative*).

A flat denial = A complete, or downright, or unmistakable denial. The figurative meaning comes from the original idea of "not relieved, broken or softened," which *flat* has

Of the last importance = Of the *utmost* importance. This figurative meaning comes from the original idea of "incapable of being extended or increased (or surpassed)" which the word *last* has. Compare the expression—he is the *last* person to appear generous (= most unlikely)

To brow beat = "To threaten or frighten a person with stern looks and speech, to bully" *Et* — Lawyers ought not to *brow-beat* witnesses

Dare-devil = A rash venturesome fellow *Turn coat* = "One who forsakes his party or principles" *Cut throat* = A murderer, an assassin, a ruffian *Make weight* = "Something thrown into a scale to make weight something of little account added to supply a deficiency or fill a gap"

Make-shift = A temporary expedient. *Scare-crow* — "Anything set up to frighten crows or other fowls from cornfields, hence anything terrifying without danger" *Stop-gap* = That which closes or fills up a gap or opening, a temporary expedient *Tell-tale* = "one who officiously communicates information of the private concerns of individuals", a sneak *Pass port* = a document giving permission to pass.

272 Explain the meanings of the following —

(a) To put the screw on (b) If the cap fits, you may wear it
 (c) To brew mischief (d) To bite the dust (e) He was all
 things to all men. (f) You must make it out as best as you can

Ans (a) To bring strong motives of an unpleasant kind
 to bear upon a person in order to induce him to do something (b)
 If you think that the blame implied in this remark applies to you,
 you must just bear that blame. (c) To plot evil (d) To fall
 violently on the ground (e) He suited his conduct on all occasions
 to those whom he met (f) You must get to understand it by
 any means which may present themselves

273 Explain —

(a) *My good genius* = My good luck *My bad genius* = My ill-
 luck. (b) *To put a girdle round the earth* = "To travel or go
 round the earth" (c) *All is not gold that glitters* = "It is not every
 man or everything having a showy or imposing external that
 possess sterling worth, in the same manner as everything that
 has a glittering appearance is not true gold" (d) *To win golden
 opinions of the public* = To be highly loved and honoured by the
 public, to be high in public estimation (e) *To have a handle
 to one's name* = To have some title, degree, as an appendage to
 one's name, which attracts public notice (f) *The question hangs
 upon a single point* = To have some title, degree, as an appendage to
 one point. (g) *To hunt with the hare and run with the hound* =
 "To play a double or deceitful game" (h) *He is out of harm's way*
 = He is out of the reach of harm or injury, so that no harm can
 come upon him he is safe.

274 Explain —

(a) He is too much inclined to give himself airs (b) Food
 gives heart. (c) Every dog has his day (d) Such amiable
 qualities must speak for themselves (e) He was always abreast
 of the times (f) A nod is as good as a wink to a blind horse.

Ans (a) He shows signs of vanity (b) Eating inspires one
 with courage and resolution (c) Even the most unfortunate
 enjoy good fortune sometimes (d) Such amiable qualities require
 no praise, as their excellence is self-evident. (e) His ideas and
 opinions were always in accordance with the latest information
 (f) All hints are equally useless as a means of conveying informa-
 tion to a stupid person

275 Explain —

In black and white, at sixes and sevens for better, for worse,
 black and blue, a standard writer, in round numbers, a rough
 calculation, a sound flogging, for good and all, fast and loose
 right and left, high words, dry jest, through thick and thin,
 sweets and bitters the thick of the forest, the wilds of a country
 by contraries, his conduct to day is quite of a piece with his con-
 duct yesterday

Ans. (a) Let me see it *in black and white* (=written with black ink on white paper, in formal writing) He is not the man to give his consent so easily, he wanted everything *in black and white* before being called upon to pronounce an opinion (=reduced to formal writing, written in due form, so that there might not be the least danger of hurry or carelessness) (b) *At sixes and sevens* = In confusion, in a state of disorder The men of the house were all *at sixes and sevens* (=in a state of discord) Everything in a city is *at sixes and sevens* (=in a state of confusion) (c) She married you, *for better, for worse* (=for any good or evil that may fall to your lot hereafter) (d) He beat them *black and blue* (=so soundly as to bring out black and blue marks on the skin) (e) *A standard writer* = One whose writings are looked upon as models by other writers (f) *In round numbers* = In numbers ending with a cipher, in approximate numbers, the odd sums being left out, hence, approximately *Fi* — Counting up all the components of the brigade, it may be said *in round numbers* that there were 2,500 Europeans and 10,000 natives—*Kaye* (g) *A rough calculation* = An approximate, off-hand calculation, not exact or accurate (h) *A sound flogging* (=thorough severe) (i) *For good and all* = Finally, permanently, "for all future consequences, good or evil" *Ex* — He is going away from here *for good and all* (=finally, with no intention of ever coming back) (j) *To play fast and loose* = "To play with a tight or loose hold as one may prefer," hence, to act with inconsistency, at random, recklessly (k) *Right and left* = In all directions, indiscriminately *Ex* — (1) "*Right and left* he was crushing the petty chiefs" (2) "He draws his knife and runs amuck through the streets slashing *right and left* at friends and foes" (l) From *high words* they came to blows (=loud, angry words). (m) *Dry jest* = Sarcastic, cutting (n) *Through thick and thin* = Through all dangers, however terrible (o) The *sweets and bitters* of life = "The sweet and bitter contingencies of life", the pleasures and the troubles of life (p) The *thick* of the forest (=thickest parts), compare "the *thick* of the battle" (=that part of the battle where it is raging fiercest) (q) The *wilds* of a country (=the wild parts) (r) "Dreams go *by contraries*" = "Bad dreams turn out good ones and *vice-versa*" (s) His conduct to-day *is quite of a piece with* his conduct yesterday (=is of the same sort as exactly resembles, is similar to)

276 Explain the following —

(a) We must take men as we find them (b) One may well be at a loss what to think of such sheer guessing (c) Tom had better now have your wits about you (d) He has the discretion not to go out of his depth (e) He brought the horse to the hammer (f) He is not so black as he is painted

Ans (a) We must deal with men with a regard to their real character or actual capacity (b) It is difficult to understand the object of such pure conjecture (c) Tom should now retain the

control of your faculties (d) He has too much caution to speak of matters beyond his knowledge (e) He put up the horse to auction (f) He is not so bad as he is represented to be

277 Give the meanings of, —

(a) *It is foreign to my purpose* = It is wholly different from what I have intended, it is not all my purpose. (b) *To take time by the forelock* — Not to let slip an opportunity (c) This example is on all fours with the other = This example is exactly similar to the other (d) *Make free with your friends* (= treat with freedom treat without ceremony) (e) *To present a bold front* = To offer a resolute, determined resistance to face with courage (a danger or an enemy) (f) *To add fuel to* = To say or do something to increase the anger of a person already angry (g) *A rolling stone gathers no moss* — One constantly changing his employment or plans cannot thrive (h) *All his swans are geese* = All his expectations end in nothing, all his boastings end in smoke

278 Explain the following sentences —

(a) This taught him not to look a gift horse in the mouth (b) The world is not going well with him (c) A man who tries to do too much may sometime fall between two stools (d) That goes without saying (e) He has put by so much that he is a perfect Croesus

Ans. (a) This taught him not to examine too carefully the worth of what was given him as a present. (b) He is not in a prosperous condition (c) A man who tries to do too much may fail to attain any object because he tries to attain more than one object (d) That is so evident that it need not be said (e) He has saved so much money that he is exceedingly rich (Croesus, king of Lydia was celebrated for his wealth)

279 Explain and illustrate — (a) Ever and anon (b) For ever and a day (c) Many a time and oft (d) To go down on one's hands and knees

Ans. (a) He ever and anon reminded the people that they were completely in his hands (= now and then, at one and another) (b) *For ever and a day* = for good (c) Many a time and oft (= on many occasions, often), I saw him discoursing on high philosophic subjects to his pupils (d) "He ought to go down on his hands and knees and ask his pardon (= supplicate for or beg some favour)

280 Rewrite the following paragraph in such a manner as to bring out clearly the precise meaning of the expressions put in italics

"It is certain that all language must, or *at least* all language do, in the end perish. They *run their course*, not all *at the same rate*, for the *tendency* to change is different in different languages, both from internal causes and also from causes external to the language, such as social progress and social decline, *but so it is*, that, sooner or later, they have all their youth, their manhood, their old age, their decrepitude, their final dissolution"

Ans 'It is certain that all language must perish, or, at any rate, experience shows that all languages do eventually perish. Their duration is limited, though the extent of the duration differs in different languages owing to difference in social progress and social decline and other causes, internal and external which contribute to produce alteration in languages' at any rate the fact remains, that, at one time or other, they have all &c &c'—*Barret*.

281 Explain —

(a) *He has not been across a horse for years* = he has not ridden a horse for years (b) *He was in bad circumstances till his last day*—he lived in poverty or want till the day of his death (c) *The ship is running before the wind*—The ship is running with the help of the wind behind it. (d) *The enemy fled before him* = The enemy fled being pursued by him (e) *He married beneath him* = he married a lady below him in social rank.

282 Explain the following sentences—

(a) His father threatened John that he would thrash him within an inch of his life (b) It would be a kindness on your part to put the best construction on his conduct (c) A man who has received no education is greatly handicapped in the battle of life (d) The action redounds to his credit

Ans (a) His father threatened to give John a severe beating (b) It would be kind of you to attribute to him the best motives that could account for his conduct (c) An uneducated man is under a great disadvantage when he has to contend with his fellow men (d) He deserves great praise for the action

283 Give the meanings of —

(a) *I give him the go by* = I avoided him, I passed him without noticing him (b) *He rose from the ranks* = He rose from a low social position. *The ranks* = The order of common soldiers hence the wider meaning of a *low social position*, as given above (c) *I don't know him from his brother* = I can't distinguish him from his brother (d) *The magistrate is in bad odour* = The magistrate is unpopular (e) *The Liberals are in* = The Liberals are in office; they are holding executive power in Parliament

284 Explain the following sentences —

(a) He found the capital and had a sleeping partnership in the concern (b) His adversary's taunt put him upon his mettle (c) You should not cast in his teeth that he has failed to carry his point

Ans. (a) He supplied the money required and became a partner without taking any part in the management of the business (b) He was roused by the bitter remark of his enemy to exert himself and show his ability (c) You ought not to reproach him with the fact that he has been unsuccessful in his attempts to gain his object

285 Mark short sentences showing the correct uses of —

(a) For good and all (b) By leaps and bounds (c) Free and easy (d) Gall and wormwood (e) Now and then

Ans (a) Byron left England *for good and all* (= finally, never to return) (b) "The commerce of America was growing by *leaps and bounds*" (= at a very rapid rate) (c) "He was especially shocked at the *free and easy* tone in which Goldsmith was addressed by the butcher" (= perfectly familiar and uncereimonious) (d) "His presence and his communications was *gall and wormwood* to his once partial mistress" (= something very painful or very disagreeable) (e) "*Now and then* he would ask for my opinion" (= occasionally, at intervals)

286 Form sentences showing the difference in meaning between —

Outlook and look out overreach and reach over, upshot and shot up withstand and stand with (1890)

Ans (a) The *outlook* of the crops this year is gloomy (= prospect) He is on the *look out* for some employment (= watch) The eagle is *looking out* for prey (= on the watch expecting) When a wave dashes over the side of a ship, the captain seeing it coming, warns all on board by shouting '*look out*' (= be careful on the watch) *He looked out* stealthily through the blinds of the window (= looked outwards). (b) By *overreaching* his customers, he soon lost credit (= cheating) The pain in the ankle extended till it soon *reached over* the knee (c) The *upshot* of all their deliberations was that they must not hurry through the business (= final issue or result) "The rocket *shot up* in the air and then burst in a shower of many coloured lights (d) He *withstood* the opposition of the enemy right manfully (= stood against resisted) How does he *stand with* his employers? (= stand in their estimation)

287 Give the meanings of —

(a) *To draw*—lots, blood, a deed, a will, a cheque. (b) He got over his father's death (c) This book is well got up (d) This play will draw a good house (e) The year is drawing to a close (f) I got the start of him, ahead of him, the better of him

Ans (a) *To draw lots* (= to determine an event by taking out one, from two or more, things whose marks are concealed) *To draw blood* (= extract, make blood flow from some part of the body) *To draw a deed, a will a cheque* (= compose, write in due legal form) (b) He *got over* his father's death (= recovered from the shock or grief caused by) (c) This book is well *got up* (= prepared, used specially with reference to the printing and external appearance of the book) (d) This play will *draw a good house* (= attract a large audience) (e) The year is *drawing to a close* (= approaching its close) (f) (i) *I got the start of*

him = I had the advantage of beginning (some work) earlier than he (ii) *I got ahead of him* = I advanced or prospered more than he, I surpassed him in the competition (iii) *I got the better of him* = I gained a victory, advantage, or superiority over him

288 Explain the italicised phrases in the following —

"So the panic at Karachi *turned out* to be due to a *cock and bull story*, doubtless *set afloat* by some one well skilled in *drawing the long bow*. Well, if the enemy had *turned up*, they would have caught a *Tartar*, as the guards had all *turned out* and every one was *on the alert*."

Ans *Turned out* to be = was eventually found to be. A *cock and bull story* = a foolish story with no foundation in fact

Set afloat = (lit) 'launched like a ship', hence originated *Drawing the long bow* = exaggerating

Turned up = appeared on the scene.

To *catch a Tartar* = to find more than one's match. Guards *turned out* = guards left the guard house and came out armed prepared for an attack

On the alert = vigilant

289 Explain —

(a) (1) I fear *it will go hard with you* (2) This excuse won't *go down* in a court of law (b) (1) As the world *goes* (2) He has *gone to the dogs* (c) (1) She *picked* his character to pieces (2) The invalid is *picked up* (d) (1) He played a *double game* (2) He refused to *play second fiddle*

Ans (a) I fear *it will go hard with you* (= be the cause of danger or trouble to you) This excuse won't *go down in a Court of law* (= be accepted as sufficient or valid) (b) *As the world goes* = According to the customary standard *He has gone to the dogs* = He has ruined himself completely (c) *She picked his character to pieces* = She found fault with his character *The invalid is picked up* = He is improving slowly in health (d) *To play a double game* = to act a double part, to do one thing openly and a different thing in secret. The thing done openly is done to delude and deceive, or to draw off attention from the thing done secretly, whereas the thing done in secret is the real object aimed at *Et* — Generals often *play a double game* in war, but this is regarded as part of the tactics of war — *Mc Mordie* *To play second fiddle to another* = To follow another's lead to take a subordinate part ("like one who plays 'second' in music to a leading performer on the violin") *Et* — The Austrian Minister refused to *play second fiddle to Bismarck* — *Mc Mordie*

290 Give the meanings of —

(a) (1) To *put* on one's mettle (2) I have *put* him on his good behaviour (b) (1) To *run* riot (2) I keep a *running*

account (c) (1) He *ran* me hard for the prize (2) He *sets up* for a wit (d) He will *set the Thames on fire* (2) A *set* speech, a *laconic* speech

Ans (a) (1) To *put one on one's mettle* = "To place one in trying circumstances and rouse him to do his best", to stimulate a person to do his utmost *Et* — "There was but one prize, and the fact that he had a rival put him on his mettle and he worked hard and won it" — *Mc Mordie* (2) *I have put him on his good behaviour* = "I have put him to the test and am watching to see how he behaves, (something important depending upon his good behaviour)"

(b) To *run riot* = To go to excess *Et* — "Under such circumstances, it was not strange that disorder of every kind *ran riot* over the whole length and breadth of the land" *to run riot* may also mean—to act or move without control or restraint I keep a *running* account (=continuous) (c) He *ran* me hard for the prize (=pressed or urged importunately) He *sets up* for a wit (=pretends to be lays claim to being a wit) (d) He will *set the Thames on fire* = is determined to distinguish himself by doing something great or extraordinary *A set speech*—A speech carefully prepared beforehand *A laconic speech* = A short, pithy speech, a bld statement of fact without any attempt at oratory Such speech was admired by the warriors of *Sparta* who despised oratory, and *Sparta* was the capital of *Laconia* a Grecian province, hence the name

291 Explain —

(a) Everything was at sixes and sevens (b) By dint of hard work he was soon up to all the tricks of the trade (c) Those who make a cat's paw of others, often end by burning their own fingers (d) He exerts all those qualities which are apt to give him a figure in the eye of the people

Ans (a) Everything was left in a state of disorder Q 275 (b) By means of hard work he soon became acquainted with all the devices employed by those engaged in the trade (c) Those who use others as instruments for the attainment of their own purposes very often themselves get into trouble eventually (d) He brings into active operation all those qualities which are well suited to make the people regard him as a person of mark

292 Give the meanings of —

(a) This gives a *bird's eye view* of the subject (=a rough, general, or cursory view, in the manner of a bird flying at a great elevation, a general glance without any view of details) *He killed two birds with one stone* = He accomplished a double object by one and the same means (b) (1) *They levy blackmail on the public* = They exact exorbitant and unjust charges from the public (who are compelled to pay them as a protection against their machinations) "*Blackmail*" was a certain rate of money, corn, cattle or other thing anciently paid in the north of England and south of Scotland

to certain men who were allied to robbers, to be by them protected from pillage" See Q 250E (2) He committed the act in cold blood (= deliberately, and not under the influence of any sudden passion) (c) *Your blood is up*=You are excited *He blows hot and cold in the same breath*= "He favours a thing at one time and treats it coldly at another" he appears to both favour and oppose. (d) *A straw best shows which way the wind blows*= Occurrences which are trifling in themselves may surely indicate the real course or march of events

293 Explain —

(a) *It is a bone of contention*=It is a disputed point, a subject of contention *He is in my black books*=He is not favourably looked upon by me Q 257 (b) *Bring him to book*=Cause him to render an account, so as to make him responsible for losses and shortcomings *He has two strings to his bow*=He has two means of accomplishing the same object, so that if one should fail, he might fall back upon the other (c) *I have got into the wrong box*=I am out of my element *She wears the breeches*=She usurps the authority of the husband (d) *A man of strong build*=A man of robust make or frame *One beats the bush, but another has the hare*=One takes all the trouble, but another reaps the profit

294 Explain —

(a) You may take my word for it that this cannot be put up with (b) It will not be time thrown away to dwell on this phase of the subject (c) He shines in mixed company. (d) When driven into a corner, he threw off the mask

Ans (a) You may rely on my assurance that this cannot be endured (b) It will be worth while to discuss this aspect of the matter at some length (c) He distinguishes himself in general society which is composed of various elements (d) When he was driven into a difficult position from which he saw no means of escape, he revealed himself in his true character See Q 247A

295 Give the meanings of —

Ans (a) *To strain at a gnat and swallow a camel*=To make much fuss about little faults, but commit offences of real magnitude, —The allusion is to the practice of filtering wine for fear of swallowing an insect (*Strain at* is a corruption of *strain out*, at being the Saxon form of *out* retained in *utmost*, *utter* etc) (b) *He played his cards well*=He acted judiciously and skilfully (c) (1) *You count your chickens before they are hatched*=You anticipate profits before they come (2) *He made a clean breast of it*=He made full confession, he disclosed the secrets which weighed upon him Q 261, 304 (d) (1) *He is under a cloud*=He is under suspicion, or in disrepute (2) *He shows the cloven foot*=He shows a knavish intention, a base motive,—The allusion

is to Satan, represented with the legs and feet of a goat (e) *He was hauled over the coals*—He was brought to task for shortcomings. One of the common ways in which the Jews were tortured by the kings or barons was to haul them over the coals of a slow fire (f) *You must cut your coat according to the cloth*—You must spend according to your income

296 Explain —

(a) I purposely lay stress on this point. (b) His sermon was far above the heads of his hearers (c) Life's but a span I'll enjoy every inch (d) He talked his opponent over (e) He resigned out of spite.

Ans (a) I intentionally emphasize the importance of this consideration (b) His sermon was so abstruse that his audience could not understand it (c) I shall try to enjoy every portion of my life, as life is so short (d) By his conversation he induced his opponent to take his view of the matter (e) It was a feeling of petty malice that caused him to resign

297 Show clearly what is meant by the following—

(a) *For anything I know*, the man is dead (b) This man cannot make ends meet, (c) He made a touching appeal on behalf of the sufferers (d) He is so deaf to all reason, that I begin to fear he is beside himself (e) Your friend is equal to the occasion

Ans (a) *For anything I know*—Very probably, (my knowledge being the criterion) See Q 247C (b) This man is unable to supply the necessities of life while keeping expenditure within income. (c) He depicted their sufferings in so forcible a manner as to touch or move the hearts of the persons addressed (d) He is so obstinate in not paying due heed to all reasonable counsels that I suspect he must be getting mad Q. 319 (e) Your friend has the ability or the power to cope with the new and increased responsibilities or difficulties of the occasion or situation Q 248E

298 State clearly the sense of the following idiomatic expressions (1890)

(a) He was as good as his word (b) Put it in black and white (c) Their name is "Legion" (d) It goes against the grain (e) He threw cold water on the proposal (f) He wished to retire from the world

Ans (a) He was true to his promise. (b) Reducing it to writing so that there might be no mistake or misconception about it. (c) A *legion* in ancient Rome was a body of soldiers of from three to six thousand. Hence, generally, a *very great number* (d) The *grain* is the fibre of wood. *Against the grain*, therefore is—unwillingly unpleasantly with difficulties. *To go against the grain of*—To be repugnant to, to cause vexation or troubles to.

Q 247D (e) He thoroughly disapproved of the proposal (f) He wished to take no part in the active concerns of life, but to live a secluded life

299 Explain —

(a) To make a virtue of necessity (b) To live fast (c) To look blank (d) To play one false

Ans (a) *To make a virtue of necessity* = To do a very disagreeable thing as a duty because you must do it (b) *To live fast* — To live luxuriously to indulge every appetite and taste and whim See Q 248E (c) *To look blank* = to appear so puzzled as not to know what to say, to appear not to understand what is said (d) *To play one false* = to be deceitful to one

300 Explain —

(a) (1) He is coming round (2) He made his way as the crow flies (b) (1) He had a speech all cut and dry (2) He does not like to draw attendance on the great (c) (1) He made a dead set upon me (2) He has paid the debt to nature. (d) (1) Talk of the devil and he is sure to come (2) An idle man tempts the devil

Ans (a) (1) He is recovering from sickness (when speaking of a patient) he is returning to friendship (2) He took the shortest route. (b) (1) He had a speech already prepared (2) He does not like to wait obsequiously on the great, with a view to gain favour (c) (1) He attacked me resolutely (2) He has died (d) (1) Said of a person who has been the subject of conversation and who unexpectedly makes his appearance (2) When a man is unemployed, there is a double chance of his being led into some folly or vice

301 Explain the following —

(a) (1) To fight with one's shadow (2) I am in a fix (b) (1) Flogging the dead horse (2) To fly in one's face (c) (1) You are on a *fool's* errand (2) They made a *fool* of him (d) (1) He played the *fool* (2) *Fool's* paradise

Ans (a) (1) To be afraid of one's own fancies (2) I am in a predicament in a difficult position (b) (1) Trying to revive an interest in a subject out of date (2) To get into a passion with a person to insult (c) (1) You pursue what cannot be found, you undertake what is impossible (2) They caused him to appear ridiculous (d) (1) He acted the buffoon, he behaved like one devoid of understanding (2) Unlawful pleasures, illicit love, vain hopes

302 Explain the following sentences

(a) There was little to choose between the rebels and their oppressors. (b) On a poll being demanded, the resolution was

carried by a narrow majority (c) He informed his friends that if they wished to see him off, they had not a moment to lose

Ans (a) It was difficult to say which party was worse the rebels or their oppressors (b) A demand was made that the votes for and against the resolution should be counted, and the votes for the resolution was slightly in excess of the votes against it (c) He told his friends that in order to see him they must start without a moment's delay otherwise they would miss him

303 Explain —

(a) His writings bring him in three hundred rupees a year (b) To keep body and soul together (c) To keep one's own counsel (d) To hold one's own (e) The schoolmaster is abroad.

Ans (a) By selling the books written by him he earns three hundred rupees a year (b) To keep oneself alive to keep oneself from starving (c) To be silent about one's own purpose not to announce the thing that one knows Q 309 (d) To keep secure what is one's own or to maintain one's position against opponents, to keep what advantages one already has See Q 2481 (e) Education is now widely spread among the people

304 Explain the italicised phrases in the following —

"The game is up so without comparing notes or beating about the bush you had all better make a virtue of necessity and make a clean breast of the matter else I shall make a clean sweep of the whole lot of you"—Barret

Ans *The game is up*—You have now no longer any chance of success *Comparing notes*—Recounting your different experiences in order to compare them *Beating about the bush*—Approaching your subject in a round about way *Make a virtue of necessity*=do willingly and with good grace what one cannot help doing Q 299 *Make a clean breast of the matter*=reveal everything without any reservation Q 261 and Q 205 *Make a clean sweep of*=drive away all without exception

305 Give the meanings of —

(a) (1) The die is cast (2) He dogged me (b) (1) A double edged sword (2) To drive a roaring trade (c) (1) To drive a good bargain (2) He takes his drops (d) (1) Eit to live but do not live to eat (2) Give him an inch and he will take an ell

Ans (a) (1) The step is taken and I cannot draw it back (2) He followed me like a dog, or as a dog follows the chase (b) (1) Figuratively, an argument having a double meaning (2) To be doing a brisk business (c) (1) To make an advantageous bargain (2) He drinks spirits in private (d) (1) Eating should not be your chief end in life, but only in a secondary object, in so far as it is the means of sustaining life, your principal aim should be the acquire

ment of knowledge or wisdom (2) An *ell* is a measure of length—a cloth measure equal to $1\frac{1}{4}$ yards The expression means that his nature is such that if you show him some consideration, he will instantly take advantage of your goodness and claim more

306 Explain —

- (a) Rank and file (b) It rests with him to decide the question
(c) He ran away with the notion that the measure was a wise one
(d) To run (or fall) foul of another (e) A little leaven leaveneth the whole lump

Ans (a) The common soldiers, as distinguished from the officers of an army Hence,—the body of followers obeying a leader (b) He must decide the question for himself (c) He hastily conceived the idea that the step taken or proposed to be taken was a wise step See Q 149 G (d) To fall out, to quarrel, to come into collision with another (e) The expression is from the Bible A *leaven* is any substance that produces fermentation, specially a small quantity of sour dough which mixed with a larger quantity of the same substance produces fermentation in it, and makes it light Hence generally a *leaven* is anything that induces a general change whether good or bad in another thing, when mixed with it Hence the *exp*—Even a small quantity of a thing when mixed up with another does produce a great, though gradual, change in the whole mass or body of the thing

307 Explain —

- (a) The longest lane will have a turning (b) We were at our wits' end how to make order out of such a chaos (c) Whilst the one was bent upon adding fuel to the fire, the other made an effort to pour oil on the troubled waters (d) I told him to mind what he was about, and not to disturb the meeting

Ans (a) However long the course of events goes on in the same way, there is sure to be a change eventually (b) We were much puzzled to contrive any means by which such a state of confusion would be reduced to order See Q 576 (c) The one was resolved to increase the angry passions that had been aroused, but the other tried to restore peace and tranquillity See Q 247 B and 249 B (d) I told him to be careful how he acted, and not to throw the meeting into disorder

308 Explain mentioning the figures —

- (a) A foeman worthy of his steel (b) He is too fond of red tape (c) A fleet of fifty sail (d) From the cradle to the grave
(e) The marble speaks (f) He seized the throne

Ans (a) Steel = sword Figure *syn-ech-dó chí* (a Greek word meaning "the understanding of one thing by means of another") (b) Red tape—official routine Figure *met-on-y-my* (a Greek word meaning "the change or transfer of name" from one object to

another closely allied to it' (c) Fifty *sail* = fifty ships Fig *Syn-ech dô ché* (d) From the *cradle* to the *grave* = from childhood to death Figure met-on y my (e) The *marble* = the statue made of marble. Fig *Syn ech dô ché* (f) *Throne* = royal power Figure met on y my

309 Explain the following sentences —

(a) You are very good at keeping your own counsel (b) After receiving one broadside the French ship struck her colours (c) It may be true for aught I know (d) If he erred at all, he erred on the safe side.

Ans (a) You are very successful in concealing your thoughts and intentions from others Q 303 (b) When a discharge of shot from the guns on one side of the hostile vessel had been poured into the French ship, her flag was lowered in token of surrender (c) I have no reason to believe that it is not true. See Q 247 C, and 297 (d) If he committed an error, it was an error of a kind less likely to lead him into trouble than an error of the opposite kind would have been

310 Give the meanings of —

(a) (1) You must take the two ends meet (2) Every man has his hobby horse. (b) (1) I keep an eye on his movements (2) He has an eye to this (c) (1) I am in favour of him (2) I am in favour with him (d) (1) They are birds of the same feather (2) He is drunk as a fiddler

Ans (a) (1) You must make the receipts and disbursements equal you must live within your income See Q 297 (2) Every man has his favourite pursuit (b) (1) I watch his movements (2) He pays particular attention to this See Q 248 I (c) (1) I am favourable to him (2) I am favoured by him (d) (1) They are men of the same nature or kind (2) He is greatly drunk

311 Give the meanings of —

(a) To strike work (b) To be on strike (c) Bounden duty (d) To let by-gones be by-gones (e) Practical joke (f) Set great store by a thing (g) Strike home (h) Fire-eater (i) It lies at your door (j) A chartered libertine

Ans (a) To refuse to work (b) Men who have struck work are said to be on strike (c) Clean duty a duty which one is evidently bound to perform (d) 'Two men have been at variance, but at length they have made up their quarrel and are content to let the whole contention drop, they wish henceforward to maintain friendly relations with each other, and in order that they may do so they let their past dispute remain buried out of sight, *they let by-gones be by-gones* i. e., they let the things that are past and gone remain untouched' See Q 250 (e) *Practical joke* = a joke the fun of which consists in something *done*, often a trick played on a

person to excite ridicule against him "Pope had given him an emetic, by way of coarse *practical joke*" (f) The old gentleman *sits great store by his rucks* and will not suffer one of them to be killed (= Values very highly) (g) "Your opponent is floundering in his arguments" when your turn to reply comes, *strike home*" (= strike close and with telling effect) (h) *Fire eater* = a person who talks as if he were ready on the slightest provocation to incur any danger, specially dangers incurred in quarrelling and fighting (i) *It lies at your door* = the fault is yours (j) The phrase means a person who seems to have special privileges allowing him to take liberties and commit follies which in the case of another person would be severely blamed or punished *Er* — "Zeus regards Here as in some sense a *chartered libertine*"

312 In what senses are the following phrases usually applied?

(a) To burn the candle at both ends (b) Tremble in the balance. (c) Strive after effect (d) Sow wild oats (e) A sealed book (f) There are friends and friends (g) A white elephant (h) Lift cattle

Ans (a) "This liberally would be a *very wasteful proceeding*" The phrase is usually applied when a person steadily overtaxes his energies so as to injure his health. There is implied the idea that his energy might have been husbanded and applied to better uses, thus carrying out the *idea of waste*" (b) This phrase is used, literally of something weighed in scales which is so nearly equal to the weights in the other side of the balance that it goes up and down and it is difficult to know whether it will eventually prove too heavy, or too light *Metaphorically*, it is applied to anything about which there is great uncertainty, as, 'The fate of Wellington's statue has for long been *trembling in the balance*' (c) *Strive after effect* = try to produce admiration and wonder in the minds of spectators by theatrical display, as, 'Although he appeared to strangers to be following the natural impulses of his nature, his friends all the time knew that he was acting a part and *striving after effect*' (d) *Sow wild oats* = indulge in the usual follies of young men 'The Prince will be off to pursue his pleasures, and *sow his wild oats* at the appointed season' (e) *A sealed book* = a matter totally unknown, and of which the knowledge is unattainable *Er* — "Acting upon information which the Russians commander-in-chief had received but which was a *sealed book* as far as the English admiral was concerned, the Russians had departed" (f) This is an expression used to denote that all professed friends are not equally deserving of the name, that there are different kinds of friends *Q 257* (g) *A white elephant* = a present or possession which necessitates expenditure out of proportion to its worth, or which is not easily disposed of (h) *Lift cattle* = steal cattle This phrase comes from the old days when the English and Scotch

borderers used to make raids across the border and drive off their neighbours' cattle

313 What circumstances gave rise to the following idiomatic expressions?

(a) Nine days wonder (b) To catch a Tartar- (c) To sail (or be) in the same boat with a person (d) To hang fire. (e) The game is not worth the candle. (f) To make lucks and drakes of your money (g) True ring

Ans (a) Puppies' eyes are not open till the *ninth day* after they are littered. So people are represented as seeing a matter clearly and not wondering at it after *nine days*. So the phrase means *an event which draws attention for a short period and then ceases to interest*. Ex. 'It is true the nine days have long since elapsed, and the very continuance of this clamour proves that Barrees was *no vulgar wonder*.'

(b) The story goes that in battle with the Turks an Irish soldier shouted to his comrade, 'I have caught a Tartar' Then bring him with you as a prisoner' 'But he won't come' 'Then come along yourself' 'But he won't let me' The fact was that the Tartar had caught the Irish man. Hence the meaning of the phrase is to seize or encounter an adversary who proves too strong for his assailant.

(c) A ship is wrecked, for the passengers then to take to a small boat in a rough sea is an absolute necessity, those who do so are all *equally exposed to danger*, all *equally unfortunate*, no matter what difference in social position there may formerly have been all have to *sail in the same boat*. Hence metaphorically applied, the phrase means, *to be with him in risk or misfortune*.

(d) *To hang fire* is to dally when just about to fire a gun. Hence it is used generally of a man who is so slow in attempt that the result is ineffective. e. g. "If you *hang fire* now you will never get so good a chance again."

(e) Brewer's explanation is that *the game is not worth the trouble of lighting a candle to see how to play it*. The phrase is used in the sense that *the profit or enjoyment to be gained is not worth the trouble expended in gaining it*.

(f) The phrase = to squander your money. When boys throw thin flat pieces of slate stone along water they are said to "play at ducks and drakes," as these birds skim along the water in the same way. The notion implied is that, if you are extravagant, you fling away your money as you would slate stones over the water. (g) *True ring* = genuine merit or mark of intrinsic value. This expression is taken from the custom of ringing a coin on a stone to test the genuineness of the sound. *McCordie and Barret*

CHAPTER III

IDIOMATIC USES OF PREPOSITIONS AND ADVERBS EXPLAINED AND ILLUSTRATED

314

About

He was sent *about* his business (= was angrily dismissed)
Q 296 He is *casting about* for an opportunity of taking revenge on you (= watching) He is too ill *to get about* (= to leave the room) *Not to bat about the bush*, what is there to prevent you from marrying her? (= to come to the point at once) See *Q 304*
 Keep your senses or wits *about* you = Have them ready for use
 See *Q 276 and 307*

315

Above

He lives *above* his means—He spends more than he ought to, regard being had to his income He is not so great a man *as to be above asking a favour* (= to consider it humiliating if he have to ask a favour) One should not be *above one's business* (= too proud to do anything and everything which the proper carrying on of one's business requires one to do) See *Q 250A*

316

After

After all, what does it matter whether he comes or not? (*after all* = taking into consideration all objections to what is stated here, viz., it does not much matter whether &c) He was expelled for what was *after all* a trivial offence (= notwithstanding all objections to what I here say, &c. ill) He *takes after* his mother (= resembles in appearance, or in point of character) A painting *after Reynolds* (= in imitation of the style or painting by Reynolds)

317

Against

I am working *against* time (= with the object of finishing within a given time) I shall be ready *against* you come = 'I shall be in provision for your coming'

318

At

I kept him *at arms length* = I avoided being intimate with him He *lays* his misfortune *at my door* = He attributes it to my actions He *set at naught* the dictates of prudence (= disregarded, despised) Life is short *at the longest* (= however long it may be) = The longest life is short I can work four hours *at a stretch* (= with one effort) The enemy surrendered *at discretion* (= unconditionally) The friends were *at cross purposes* for some time (= acting counter to one another without intending it) See *Q 250B*

They were friends before, but now they are *at daggers drawn* (=in a state of open hostility) No more than fifty men *at the outside* remained in the camp (=at the utmost) He was *at his wit's end* to comprehend what I said (=puzzled) See Q 307 and 276 He could discourse on the subject *at large* (=elaborately) The prisoner was set *at large* (=released), One should not speak *at random* (=disconnectedly, irrelevantly) I have always found him *at sea* when discussing a subject like this (=puzzled and unprepared) See Q 269, 248D and 254

319 Behind, Below Beside

He was below the scenes, and so he could easily tell you all about the matter *To be behind the scenes* = To know how a thing is managed, hence also, to be aware of secret motives for a conduct His essay was *below the mark* (=not up to the required standard of excellence) The multitude were *beside themselves* with fear (=out of their senses) See Q 297 This is *beside the question* (=inappropriate to the present subject)

320 Between Beyond

Between you and me, or, between ourselves, he is an arrant knave=It is a secret which I impart to you in confidence, that he is &c *Read between the lines* the speech makes no new promise (=when the real meaning below the surface is understood) Don't *go beyond the mark* in discussing a subject = Don't say any thing irrelevant or unnecessary

321 By

By the way, I forgot to tell you one thing (=in passing, incidentally) He will reach home *by* 4 P M (=not latter than). The message was delivered *by word of mouth* (=orally) It is the mark of prudence *to take time by the forelock* (=not to let slip an opportunity, but to make a proper use of it) The patient is being reduced *by inches* (=slowly and gradually) We should not do things *by halves* = we should not allow things to remain incomplete or unfinished I am coming to your point *by* and *by* (=presently, soon) *By the by*, let me ask you if your brother is all right now (=in passing by the way)

322 For

For aught I know he is not a bad man (=as far as I know) See Q 247C and 297 He was *left for dead* (=left as if he had been dead) I mistook him *for* Ram Chandra = I committed the mistake of thinking him to be Ram Don't, *for your life*, contradict a fellow like him (i.e. if you do, it will be at the risk of your life) *O for* a lodge in some vast wilderness (=I wish I could have) *For the time being*, nobody could be heard amidst the confusion (=during a particular period of time and during that time only) He is *good for* not more than ten rupees = He

may be depended upon, at most, to the extent of Rs ten—he can pay that sum at most.

323

In Into

Practical men of the world are not among those that built castles in the air (=indulge in fanciful or imaginary projects) He carried his point *in the teeth of* a most violent opposition (=in the face of, in direct opposition to) They murdered him *in cold blood* (deliberately, and not in a fit of passion) He pays his rent *in kind* (=in produce, and not in money) He abused me and I paid him back in kind *in e*, I abused him in return) *To pay a person back in his own coin*=To retaliate, to give *tit for tat* See Q 247A *In round numbers*, the people assembled were five hundred (=in a manner ending in a cipher, hence approximately) In trying to save his friends he lost all and found himself entangled in a law-suit *into the bargain* (=in addition)

324

Of Off

He was off his head (=insane) We lose our *presence of mind* when we encounter dangers (=that calm state of the mind which enables us to get over difficulties readiness of resource) Your observations, though true, are quite *wide of the mark* (=quite beside the point irrelevant) When he *comes of age*, he won't have a shilling (=attains his majority) I never saw a character so thoroughly *hit off* (=described with characteristic strokes) Their quarrel is *of longstanding* (=of long continuance) He is a *monster of a man* (=a monster-like man) He has *slept off* his liquor=(He has shaken off its effects by means of a sleep)

325

On

The arrangements are *on the eve of completion* (=about to be completed) It is dishonest to *practise upon* any man's failings (=to do something by taking advantage of) Come, you need not *stand and ceremony* (=observe the forms of politeness) He *stole a march* upon him *To steal a march* is to march in a covert way, so as to gain an advantage unobserved Q 270 He *had on* a trouser (=wore on his person) He had killed the man *on the spur of the moment* (=in the excitement of the moment)

326

Out of

He is out and out a rogue (=a rogue, every inch of him a thorough-going knave) He had gone so far as to be *out of hearing* (=beyond the reach of hearing) Your remarks are *out of place* here (=irrelevant) I have been *out of sorts* the whole day (=slightly unwell) He talks of his misfortune to everybody *in season and out of season* (=at all times, no matter whether at the proper time or not) He was *out of countenance* (=abashed) *Time out of mind*=The immemorial Q 265

327

Over Through

He came *overnight* (=before night, & c on the previous day) He stayed *overnight* (=during the night and till the next day) I showed him *over* your house (=every part of) Is there any money *over* ? (=remaining) It was not difficult for Hari to see *through* me, especially as I was an inexperienced young man at the time (=to penetrate into my secret motives and designs; I have known him *thorough* and *thorough* (=most thoroughly)

328

To

Ten to one, you will pass - The probability is that you would pass The assembled guests *drank the host's health* To drink to a person's health, or success - To drink while expressing good wishes for his health, or success It has been found in some cases that the Chief Secretary to the Lieutenant Governor is *to all intents and purposes* the Lieutenant Governor (=virtually, for all practical purposes) She sang *to* the lute (=inconsonance to, in harmony with) The play was acted *to the life* (=in a life-like manner) He came *to the minute* - He was exactly punctual in coming He was flattered to his ruin (=to the extent of) Supper was brought in and we *fell to* (=began hastily and eagerly to eat) He is a *rogue to the backbone* (=thorough every inch of him)

329

Towards Under Up

He contributed *towards* defraying the expenses of constructing a hospital for the sick and the infirm (*towards* - with a view to assist in defraying) A ship *under sail* (=with sails spread) Goods *under the mark* (=inferior to the recognised standard or quality) He was very much *cried up* (=praised, belauded) He is *hard up* for funds (=hard pressed for money) He was *laid up* with fever (=confined to bed)

330

With Within Without

With all his faults I love him (=in spite of) I soon *closed with* his offer (=accepted) "I have longed for peace I have striven for peace, but if my enemies desire war, war they shall have, and they shall have it *with a vengeance*" (=carried to the limits of excess) He is *within call* (=He is so near that he can hear, if you call him) He died *within the hearing* of the waves (=He died sufficiently near the sea for the waves being heard) He *reckoned without his host* (=He made a mistake in his calculation, hence, he came to a conclusion not justified by facts)

CHAPTER IV

WORDS FOLLOWED BY TWO PREPOSITIONS OR MORE, EXPLAINED AND ILLUSTRATED

331 Abide Adapt Agree

Ans (a) To *abide in* a house, *at* a place *with* a person (= reside) To *abide by* the consequences of what we do, *by* a decision *by* a contract (=to submit to a thing patiently)

(b) He tried to *adapt* himself (=to fit) to the surrounding *circumstances* He is specially *adapted for the post* (=qualified for, fitted to fill the post) This book is *adapted for* Entrance class boys, or *adapted* to meet their necessities

(c) I *agree with* you in thinking he is not qualified for the post (=am of the same opinion with) He *agreed to my proposal* (=accepted) They have not agree *among* themselves, *on* the subject

332 Absent Abound Accommodate

Ans (1) He is now *absent from* Calcutta *at* Burdwan (=he customarily resides in Calcutta but is now gone to Burdwan)

(2) The place *abounds with* provisions (=is copiously supplied with) She *abounded in* admirers (=had in great quantity)

(3) He is *accommodated with* a good house (=supplied with the convenience of) You must *accommodate yourself to* your circumstances (=adapt to, make suitable for)

333 Account Act Advise

Ans (1) You must *account for* (=give reasons for, explain) this *to* me

(2) The leopard *acts after* leopard instinct (=acts according to) He *acted upon* the dictates of his conscience (=acted according to) The Indians *acted upon* a genuine instinct in invoking kingly rule In the last winter he *acted out* a deep intrigue (=carried out) I *acted for* him (=acted on behalf of) He *acted from* fear (he did so because he was under the influence of) The servant had to *act under* his master's order

(3) He *advised with* his father (=consulted) *The merchants were *advised of* the rest (=informed of).

• 334 Advantage Appeal Apply

Ans (1) He has the *advantage over* me in respect of position He took *advantage of* every opportunity (=made use of, turned to account)

(2) Catherine had *appealed against* judgment being passed in England (=sought the reversal of) He *appealed to* the judge (=referred a disputed question to) *against* the decision of the Munsiff

(3) He *applied to* Government for a post (i.e. asked the Government for it)

335

Angry Answer Attend

Ans (1) He is *angry* with me, *at* my conduct, *for* having disobeyed his orders

(2) To *answer to* (= to be responsible to) a person, *for* one's conduct This does not *answer* to my expectations (= come up to 'correspond to') A piece of lead may *answer for* a pencil (= serve as, do duty for)

(3) I did not *attend to* what he said (= pay attention to) Servants *attend upon* him (= wait upon)

336

Antidote Admission Ask

Ans (1) The native snake charmers know of many plants the juice of which is an *antidote to* snake poison (= something counteracting the bad effects of) To keep oneself constantly busy is an excellent *antidote against* the formation of bad habits (= preventive of)

(2) I got *admission to* the performance (= access to) He got *admission into* the fifth class (= entrance into)

(3) *Ask* counsel of God (= from) *Ask for* whatever you require.

337

Anxious Argue Assist

Ans (1) He is *anxious to please* his master (= eagerly desirous of pleasing) He was very much *anxious for* reconciliation with his brother (= eager for) I am very much *anxious about* the result of the examination

(2) He will *argue* (bring arguments) *against* making of a new canal You need not *argue with* a newspaper editor The pleader *argues for* his client's case He was *argued into submission* (= persuaded by argument to submit) He *argued me out of* my supper (= deprived by argument)

(3) He *assisted me in* my undertaking *with* money Canute was *assisted by* the English people in his foreign wars

338

Alight Arrive Attack

Ans (1) He *alighted from* his carriage *at* the hospital The bee *alighted on* a flower

(2) We *arrived at* a small town, village, or port We *arrive in* a country, large town, street &c We *arrive upon* a coast We *arrive in* a carriage, ship etc

(3) He was *attacked with* a disease India was *attacked by* the Moghuls

339

Care Cause Complaint-

(1) Ram does not *care for* study (= feel interest in) Every student should *take care of* his books

(2) What is the *cause* of your joy? There is no *cause* for delay

(3) He has *preferred* a *complaint* against the police I shall bring a *complaint* about it

340 Complain Concerned Confer

Ans (1) He *complains* of a pain in the chest He *complained* to the magistrate *against* his adversary

(2) All the prisoners were *concerned* in the crime I am very much *concerned* about your progress He was much *concerned* for the safety of his friend

(3) The king *conferred* with his ministers about state affairs You will *confess* a favour on me.

341 Blind Concern Concur

Ans (a) He was *blind* to his own interests (=totally unmindful of) He was *blind* to the consequences of his imprudent act He was *blind* of one eye.

(b) He was *concerned* for the safety of his friend (=anxious for) Every body *concerned* in the affair was punished (=implicated) I have no *concern* in the matter (=interest) I am *concerned* at his losses (=anxious owing to)

(c) I *concur* with that person in the view he has taken of the matter I do not *concur* in his opinion

342 Allied Annoyed Aspire

Ans (1) 'The noble stranger is closely *allied* with the queen Charles was surnamed the Bold, or the Audacious, for his courage was *allied* to rashness and frenzy

(2) I am *annoyed* with him at his conduct

(3) He *aspires* after forbidden knowledge (=pays after, is anxious to obtain) William did now *aspire* to the English crown (=desire with eagerness)

343 Beg Blush Careless

Ans (1) I *beg* nothing of you The old man *begs* for bread

(2) She *blushed* at the mention of her lover's name *Blush* for shame, ye wretches'

(3) He takes the law into his own hands, *careless* of consequences (=heedless, without waiting to think what the consequences of such an act would be) He is *careless* about the risk he runs (=indifferent to)

344 Charge Compete Clothed

Ans (1) The ship was *charged* with cargo (=loaded with) He was *charged* with immorality (=accused of) The failure is to be *charged* to my bad luck (=attributed to)

(2) I *competed* with him for a prize.

(3) This man was *clothed* in white garment That man is *clothed* with shame

345 Confide Compare Communicate

Ans (1) *Confide in me* and I will try to help you (= repose in me) The management of the affair was *confided to me* (= I was entrusted with the management) A person *confides a thing to another*

(2) We *compare* one thing to another for the purpose of pointing out resemblance. Thus, anger may be compared to fire. We *compare* one thing with another to point out differences or a contrast. Thus we say—He is a lamb when compared with a haughty person like Harendra

(3) A person is said to *communicate* an information or a secret to another. I could not *communicate with* you on the subject (= exchange opinions)

346 Consideration Correspond Count

Ans (1) He gave me fifty rupees *in consideration of* (by way of rewarding or remunerating me for) my services. He has no *consideration for* my feelings (= he does not care for). (*Of* is used when speaking of a thing, *for* when of a person or his feelings)

(2) I *corresponded with* him about his business prospects (= held communication by letters with). The fins of fish *correspond to* our hands and feet (= resemble). *N B* "When this verb means to hold communication by letter, it takes *with* before persons, and *about* before things, when it means to resemble, or agree to, it is followed by *to*, and sometimes, *with*" *U. Hordie*

(3) You may *count on* my protection (= rely or reckon on). *Q 248A and 251 P* The first two years of your service will not *count towards* pension (it will not be included in the period of pensionable service). His influence *counts for* a great deal (= is considered)

347 Consist Differ Disappoint.

Ans (1) True politeness *consists in* considering other's feelings (= is comprised in). The furniture *consisted of* chairs and tables only

(2) To *differ from* (= to be unlike with) a person *in opinions*. I *differ with* the gentleman on this point (= am at variance with)

(3) A person is said to be *disappointed of* a thing when he can not get it. A person is said to be *disappointed in* a thing when he has got it, but finds that it does not come up to his expectations. He was disappointed of the prize. I am disappointed in my new friend

348 Cut Die Dispute

Ans (1) We *cut down* a large peepul tree (= felled). The circle of life is *cut up* into segments (= divided). A tailor *cuts out* a coat from a web of cloth (= shapes by cutting). We *cut off* communication with him (= brought to an end). *Cut* this bamboo to pieces. *Cut* the mango in half

(2) My nephew *died from* the effects of a fall "Many women in India *die for* the excessive grief at the death of their husbands ' Men sometimes *die of* hunger, sometimes *of a* wound The other day, a child almost *died of* fright in this street Some men *die of* diseases some men *die by* sword, famine, pestilence or poison N B "Of is generally used before the cause of natural death, *by* is used before weapons causing death ' The practice of giving alms is fast *dying out* (=disappearing gradually)

(3) We *dispute with* other persons *on* or *about* something Pisa *disputes with* Florence the birth of Galileo These men *disputed about* their landmarks

349 Disqualified Engaged Enter

Ans (1) You are *disqualified for* this scholarship He was *disqualified from* competing at the Civil Service Examination N B *From* is used before words that indicate *acting, competing, applying* etc *for* is used before such words as *post, scholarship* etc

(2) He is *engaged in* business (=busy in) He *engaged* himself at fifteen shillings a week *to* an attorney (=was apprenticed to or bound to) She was *engaged to* this youthful hero (=promised in marriage to) "The eyes of all men were *engaged with* the sad spectacle" (=occupied by)

(3) I *entered upon* office on the fifteenth October 1894 (=joined) They *entered into* an agreement He soon *entered* (or, *entered into*) the house but found that his friend had left

350 Familiar Indignant Indebted

Ans The subject is *familiar to* me I am *familiar with* the subject I am not *familiar with* him

(a) I am *indebted in* a large sum of money *to* the money-lender

(b) I am *indignant with* him *at* his impertinent conduct

351 Fail Fall Glad

Ans (1) The boys had *failed in* English He tried to stab me, but *failed of* his object

(2) He *fell among* thieves Alexander *fell upon* the Persians (=attacked) He *fell into* a doze of sleep He *fell to* writing again (=applied himself to) His project *fell through* in his hands (=came to nothing) Why has he *fallen from* his allegiance (=revolted)

(3) I am *glad at* your recovery from such a dangerous illness I am *glad of* an opportunity of obliging you (=filled with joy on account of)

352 Greedy Grieve Impatient

Ans (1) He was *greedy of* praise (=vehemently desirous of) He is *greedy after* gain

(2) *Grieve* not for me. He was much *grieved* at my leaving him

(3) The boys of the last class are *impatient* for going home. He was *impatient* at the delay made by the servant (=fretful under) The Afghans are *impatient* of control (=uneasy under) He is *impatient* under the burden

353 Inform. Influence Introduce

Ans (1) Telegrams from England *inform* us of a rise in the price of silver I *informed* against a pick-pocket (=lodged a complaint in the police against)

(2) The printing machine has a great *influence* upon the spread of knowledge. The Queen exercises no *influence* over the Parliament I have no *influence* with your master, or I could have spoken to him for your promotion

(3) I shall *introduce* you to my friend (i.e. take you to my friend and tell him who or what you are) He *introduced* me into the room and then left me

354 Liable Result Subject

Ans (a) Man is *liable* to error (=subject to) He is *liable* for my debts (=responsible for)

(b) The accident which *resulted* from (=was caused by) Hari's carelessness is likely to *result* in his servant's death (=give rise to, end in the servant's death)

(c) This is the *subject* of inquiry (=the subject into which inquiry is being made) This is a *subject* for inquiry (=fit for)

355 Intrude Invest Lavish

Ans (1) I have charged him with *intruding* into my garden (=entering without permission into) I have no intention to *intrude* upon you or your time (=encroach upon)

(2) He has been *invested* with the powers of a first class magistrate (=furnished with, given the privilege of exercising) He is ready to *invest* his money in these shares (=spend in)

(3) He was *lavish* of money in theatrical and other amusements (=profuse of) He is very *lavish* in his expenditure

356 Level Move Need

Ans (1) He *levelled* his severe remarks at the vices of the age (=pointed to) The mud walls had long been *levelled* with the earth (=brought to the same level with)

(2) He was *moved* with pity at the sight of his dog's death I was moved by his entreaty He was *moved* to tears

(3) All men have *need* of prayer (=occasion for) There is no *need* for your going to Calcutta *For* is used before a word indicating *doing a thing*

357 Occupied. Possessed Proceed

Ans (1) The whole day was *occupied* with trifles Ten years were *occupied* in the siege of Troy

(2) I give you all I am *possessed of* What has *possessed* you with this idea?

(3) All my studies *proceeded from* the sallies of passion rather than from the preference of sound reason (= began or rose from) In any inquiry be careful to *proceed on* right principles He ordered the masons to *proceed with* their work Let us now *proceed to* another part of the building I am constrained to *proceed against* (= take steps against) him in a court of justice for the recovery of this debt

358

Adjourn Reconcile

Ans (1) The meeting was *adjourned at* 5 o'clock to next Saturday for a week.

(2) *Reconcile with, to* We are *reconciled to* persons and to things He was reconciled to his former enemy only after the lapse of seven years "Mercy, encouraging thought *reconciles* man to his lot" In the above cases, *to reconcile to* = to restore to friendship, union or harmony We *reconcile a thing with another thing* when we make them consistent with each other Thus we may correctly say—his actual conduct could not be *reconciled with* his profession (= shown as consistent with)

359

Profuse Ready Regard

Ans (1) All the gossips had been *profuse of* gifts (= lavish of) He is *profuse in* apologies

(2) He was eloquent, intrepid, and *ready of* invention All was now *ready for* action (= arranged for) The jury was *ready with* its verdict (= in a completed state with respect to)

(3) He has no *regard for* any law human or divine I shall consult him with regard to the examination (*To* used in phrases *with regard to, in regard to* &c)

360

Relation Repose Respect

Ans (1) I spoke to him in *relation to* his conduct The prisoner has no *relation with* the judge What is the *relation between* mind and body?

(2) The weary soldiers *reposed on* the bare ground I *reposed* the utmost faith in him

(3) We cannot have any *respect for* immoral people In *respect of* this business you are right Little need be said *with respect to* his conduct

361

Satisfied Search Slave

Ans (1) He is quite *satisfied with* his income I have *satisfied* myself, by inquiry, *of* the truth of the story

(2) *Search into* all the details of the subject He was *searching after* happiness (= attempting to obtain it) No man needs to *search for* misery in this world of ours (= seek for, make inquiry as regards) *Search out* truth (= seek till you find) I am travelling

for a long time *in search of* the sacred temple He made a *search* for (or after) his servant

(3) He is a *slave to* (=completely under the dominion of) his passions He is *the slave of* his passions

362

Wait Deal Prevail

Ans (1) I *waited upon* him at his office (=like a servant) I *waited for* him full three hours at his office—Note To *wait for* does not contain the idea of *inferiority* implied in *wait upon*

(2) He *deals in* tea (=he is a tea merchant) He *deals in* politics (=has to do with) "I will *deal well with* thee" (=treat)

(3) You *prevailed upon* me to consent to your going to England (=persuaded) You *prevailed over* me in the matter (=gained the superiority over)

363

Slow Smile Stare

Ans (1) You are very *slow of* speech I am very *slow at* my work The horse is very *slow in* motion

(2) May heaven *smile on* our labours (=be favourable to) He *smiled at* the compliment and turned away Fortune *smiled at* him in all his undertakings

N B "*At* is used when a slight contempt is meant to be expressed, *on*, when something countenanced, favoured, or encouraged"

(3) The infant would *stare at* the mighty man brought down to his own level The provisions ran out and death *stared* the garrison *in the face* (=was imminent to)

364

Succeed Tired Use

Ans (1) He *succeeded in* the arduous undertaking The Marquis will *succeed to* the dukedom at his father's death The ministry of the Duke of Grafton came to an end and was *succeeded by* that of North (=followed by)

N B "*To* is used of a thing, *by* of a person *Succeed in* =be successful"

(2) He is *tired of* remaining idle He is *tired with* his ride I am *tired to death* (i.e. excessively weary)

(3) What is the *use of* buying this book? There is *no use in* buying it, since I have *no use for* it

365

Vexed Victim Warn

Ans (1) We are *vexed with* a person at what he does

(2) He is the *victim of* intemperance He is a *victim to* his own folly

(3) I *warned* him of the risk he was running (=cautioned against) When I first came to Calcutta, my friends *warned* me *against* pick-pockets

CHAPTER V.

EXAMPLES OF NOUNS FOLLOWED BY APPROPRIATE PREPOSITIONS

366

Abhorrence—The Tories have an instinctive *abhorrence of* innovations (=great hatred of)

Accordance—I did not do it in *accordance with* the rules

Affection—He has no *affection for* his relatives

Alliance—France made an *alliance with* Spain (=union with)

Antipathy—They had an old *antipathy to* Whigs (=natural aversion for)

Appetite—Now I have no *appetite for* food (=strong desire or craving for)

Aspiration—He was filled with *aspirations after* renown (=a noble or high desire for)

Attendance—He is regular in his *attendance at* school We are to remain *in attendance upon* the queen in the great hall (=in the act of waiting on, or attending)

Capacity—He has a *capacity for* learning (=quickness in acquiring)

Confidence—I have *confidence in* you (=belief in your power)

Contrast—What a *contrast you are to* John! (=a picture of an opposite kind, said in disparagement of a person)

Control—I have no *control over* his movements (=I cannot check him in what he does)

Delight—He takes great *delight in* reading history (=is specially fond of)

Desire—A *desire for* riches is natural to us

Dislike—He has a great *dislike to* hard work (=a strong aversion for)

Distrust—I have great *distrust in* him (=hardly any faith)

Endeavour—His *endeavours after* happiness (=efforts after)

Envy—He spoke of Ram's *envy at* Hari's success

Exception—These are *exceptions to* the general rule

Fondness—His *fondness for* sarcasm gets him constantly into trouble (=addiction to)

Hope—He has *hopes of* success = he hopes for success

Incentive—"The words of the service ceased to be aids and *incentives to* holy life" (=stimulus to)

Libel—He fancied the article to be a *libel on* himself (=malicious reflection)

Liking—I have *taken a liking to* you I have a great *liking for* play

Martyr—You are a *martyr to* duty (=sacrificing your life for the sake of)

Necessity—There is no *necessity for* an additional master

Parody—This is a *parody on* (or *of*) Milton (caricature of a poem of Milton's)

Passion—He has a great *passion for* angling (=is passionately fond of)

Precaution—For all my *precautions against* failure I was unsuccessful

Prejudice—The common lawyers have a *prejudice against* all other professions (=ill-feeling against)

Pretext—*Pretexts for* a quarrel were easily found (=excuses)

Pride—He *takes pride in* his success (=is proud of his success)

Pursuance—I gave him five rupees *in pursuance of* his request (=in compliance with)

Result—The *results of* the Entrance examination are out

Shame—He feels great *shame at* his failure in the examination

Slur—This accusation is a *slur on* the whole nation (=stain on)

Spite—He *has a great spite against* me (=cherishes ill feelings against)

Sympathy—He had no *sympathy for* the interests of his own nation He has no *sympathy with* his fellows

Trust—Have *trust in* him (=faith in his qualities or powers)

Variance—We are *at variance with* each other (=in disagreement with)

Want—I am suffering from *want of* money

Zest—He has a great *zest for* pleasure (=has an eager relish for)

CHAPTER VI.

EXAMPLES OF ADJECTIVES FOLLOWED BY APPROPRIATE PREPOSITIONS

367

Adequate—My means are not *adequate to* my wants (=sufficient to meet)

Adverse—The interests of the cultivator are not really *adverse to* the interests of the Zamindar (=opposed to)

Afraid—He is *afraid of* ghosts

Agreeable—It is not *agreeable to* my taste (=congenial to)

Alien—"It is not enough for us to be able to say that nothing of human interest is *alien to* us" (=foreign to)

Ambitious—Almost all men are *ambitious of* becoming wealthy (=greatly desirous of)

Analogous—This is *analogous to* that (=similar to)

Apprehensive—*Apprehensive of* attack, Lakshman Sen fled to Jagannath (=fearing an attack)

Appropriate—The speech of the chairman was *appropriate* to the occasion (=suited to)

Assiduous—She was very *assiduous* in all her duties (=diligent in)

Averse—He is *averse* to anything like hard work (=disinclined to)

Aware—I am well *aware* of the danger he is running (=am fully conscious of)

Capable—He is not *capable* of such a mean act (=he is above such meanness)

Careful—We should be *careful* of what we say against another

Q 343

Cautious—Be *cautious* of giving offence (=careful against needlessly offending)

Clear—The street is now *clear* of carts (=free from the presence of)

Common—Hunger and thirst are *common* to man and beast (=are the common characteristics of)

Compatible—That fact is not *compatible* with his innocence (=consistent with)

Competent—He is *competent* for this post (=qualified for)

Confident—He is *confident* of success (=sure of)

Congenial—This place is not *congenial* to my health (=suited to)

Contrary—Your arguments are quite *contrary* to reason (=opposed to)

Covetous—He is *covetous* of gain (=inordinately desirous of)

Deaf—He is *deaf* to all advice (=he does not listen to, or care for, any advice)

Desirous—He is very *desirous* of a good name

Destitute—He is now *destitute* of all means of living (=utterly in want of)

Destructive—Excessive drink is *destructive* of health (=destroys)

Detrimental—It is *detrimental* to your interests that he should oppose you for the appointment (=prejudicial to against)

Devoid—He is *devoid* of religious feelings (=utterly wanting in)

Different—His religious opinions are *different* from mine.

Diffident—"His mother was *diffident* of her personal merit, but she had great energy of principle" (=distrustful of)

Distrustful—"These men are so *distrustful* of their own merits, that all fondness towards them put them out of countenance" (=wanting in confidence in)

Dubious—I am *dubious* of my success (=in doubt about)

Dull—He is *dull* of hearing (=short of)

Eager—He is *eager* for praise (anxious to)

Eligible—He is not *eligible* for the appointment (=qualified for)

Emulous—He is *emulous of* renown (=eager to equal, or excel, others in)

Envious—I am *envious of* success

Equal—This triangle is *equal to* that, in area

Essential—Good health is *essential to* one's happiness (=indispensably necessary to)

Even—I shall henceforth try *to be even with* my enemies (=to make up differences with)

Exempt—No one is *exempt from* suffering and decay (=free from)

Fearful—I am *fearful of* the results of my rashness (=greatly in fear of the evil results of)

Fertile—His brain is *fertile in* expedients (=abounds in)

Fond—Children are *fond of* sweetmeats

Foreign—What you say is *foreign to* the point at issue (=not at all applicable to)

Free—No man is *free from* faults

Fruitful—A man is *fruitful in* resources who has them ready at hand (=fertile)

Fruitless—His labour was *fruitless of* any good result (=not productive of)

Full—This man is *full of* vitality and energy (=has in full measure)

Hopeful—He is *hopeful of* success (=he has great hopes of success, he strongly hopes for)

Hostile—The Puritans were never *hostile to* monarchy (=inimical to)

Ill—Ram is *ill of* (or, *with*) fever

Indifferent—A Buddhist seeks to be *indifferent to* pleasure or pain (=perfectly unmindful of)

Indispensable—Good books are *indispensable to* the acquirement of knowledge (=absolutely necessary to)

Insensible—He is *insensible to* shame (=lost to all feelings of shame)

Intent—He seems *intent upon* my ruin or disgrace (=bent upon)

Irrelevant—Your arguments are *irrelevant to* the question (=not at all applicable to)

Irrespective—The kindness of God is open to all *irrespective of* colour and creed (=without any reference to)

Jealous—Every one may not be *jealous of* his neighbour (=envious of the good fortune of)

Lame—The white ox was *lame of* one leg

Lax—We are *lax in* our principles (=not strict in following)

Level—The conqueror *made* that beautiful palace *level with* the ground (=he pulled it down, he levelled it to the ground)

Liable—He is *liable to* imprisonment for a month (=has done something likely to bring down on him the punishment of)

Material—Plain dealings are *material* to the success in any business (= very necessary to)

Natural—Kindness was *natural* to the good man (= he was naturally kind)

Neglectful—No mother is *neglectful* of her son

Negligent—He was always *negligent* in his duties

Notorious—Some men are *notorious* for their bad conduct

Observant—You should be *observant* of your master's wishes (= you should watch and minister to)

Open—The hermits' cottage was *open* to all men (= gave an equal welcome to all)

Parallel—Draw a straight line *parallel* to another straight line

Paramount—Moral considerations are *paramount* to all other considerations (= superior to)

Peculiar—The caste system is now *peculiar* to the Hindus (= it is a special feature of the Hindus alone)

Penitent—You should be *penitent* for your faults (= you should repent of)

Poor—I am very *poor* in memory (= I have a weak memory)

Popular—Pericles was *popular* with the majority of the Athenians (= loved by)

Pre eminent—"You are *pre-eminent* above your neighbours in wealth" (= you stand conspicuously above)

Prejudicial—Random reading is rather *prejudicial* than advantageous to mental development (= injurious to)

Preparatory—Her request was only *preparatory* to ulterior measures (= introductory to, it paved the way for)

Productive—Virtue is *productive* of happiness (= it leads to)

Prone—The heart of man is *prone* to folly and evil (= inclined to)

Pursuant—"This epitaph of a holy man is *pursuant* to some passage in the Holy Scripture" (= in accordance with)

Quick—The dog is *quick* at hearing (= it has a sensitive ear which catches sounds quickly)

Reckless—He is *reckless* of what may happen (= heedless of)

Remiss—He is *remiss* in discharging his duty (= he neglects his duties)

Remote—"Remote from cities, his lovely mansion lay"

Replete—He made a speech *replete* with good sense and good humour (= full of)

Repugnant—"Your doctrine is *repugnant* to the whole history of our laws" (= hostile to, inconsistent with)

Rich—The meadow was *rich* in harvest (= abounding in)

Rid—He is *rid* of that bad habit (= has freed himself from)

Sanguine—If Surry was *sanguine* of any good result he was undeceived (= confident of)

Sensible—I am quite *sensible* of all your kindness (= I fully appreciate)

Short—I am very *short* of hearing (=deficient in the power of)

Sick—I am *sick* of his flattery (=disgusted with)

Sollicitous—I am *sollicitous* of a reply from you (=eager to hear)

Sorry—I am *sorry* for what has happened

Subsequent—I received your reply *subsequent* to the date of my second letter (=after)

Subversive—This measure is *subversive* of the Government (=destructive of, calculated to upset or overturn)

Sufficient—*Sufficient* for the day is the evil thereof (=it is enough for us to concern ourselves with our immediate duties without trying to provide against what may come in the remote future)

Suspicious—He is *suspicious* of my intentions (=he suspects me of entertaining wrong intentions)

Synonymous—'Cause' is apparently *synonymous* with 'reason' (=of the same meaning with)

Tenacious—"He was proudly *tenacious* of his hereditary rights and dignities" (=he held or clung fast to)

Vain—That man is very *vain* of his wealth

Void—This man seems *void* of common sense (=utterly wanting in)

Weary—The soldiers were *weary* of marching (=weary by reason of long marches)

Worthy—The labourer is *worthy* of his hire (=fully deserving of)

Zealous—Every Roman citizen was *zealous* for honour (=eagerly engaged in work likely to bring)

CHAPTER VII.

PARTICIPLES FOLLOWED BY APPROPRIATE

368

PREPOSITIONS

Absorbed—The woman sat on the ground *absorbed* in her grief (=so fully pre-occupied by reason of grief as to be incapable of knowing what was going on outside, or about her)

Accompanied—He came to the meeting *accompanied* by his friend

Acquainted—I am well *acquainted* with Ram

According—I came to your house *according* to your order (=in pursuance of, in compliance with)

Afflicted—He is *afflicted* with blindness (=suffering from the evils of)

Alarmed—Nicipsa, *alarmed* at Jugarth's growing reputation

hoped to get rid of him in some distant war (=filled with fear of having to lose something)

Alienated—He is *alienated from* his father (=he has grown cold towards his father)

Amazed—"Sir Pill started back *amazed at* his wife's display of vigour" (=filled with astonishment)

Ashamed—He is now *ashamed of* his misconduct

Bent—The two boys are off *bent on* mischief (=determined on doing some mischief)

Born—He is *born of* noble parents

Committed—The prisoner was *committed to* the Sessions (=ordered to take his trial at)

Composed—His army was *composed of* infantry only (=made up of)

Contented—He is *contented with* his own fortune.

Contrasted—In one respect Rasselas is curiously *contrasted with* Candide (=set in opposition, so as to bring out the difference).

Delighted—How *delighted* the child is *with* his toys

Destined—God has *destined* him for a far higher position than he now holds (=appointed it that he should hold a far &c.)

Entangled—He was *entangled in* thickets and brakes

Hardened—He is *hardened against* misfortunes (=is not sensibly affected by the blows of)

Immersed—He is now *immersed in* politics and literature (=deeply engaged in)

Implicated—I was not *implicated in* the robbery (=in any way involved in the affair)

Inclined—I am now *inclined to* sleep

Infected—I am *infected with* a disease (=tainted with it, but it has not yet developed)

Infested—I never saw a place so *infested with* rats (=troubled with)

Interested—I am very much *interested in* the affair (=I have some interest in something to gain or lose, directly or indirectly, on account of the affair)

Inured—He had been for a long time *inured to* hardships (=accustomed to hardships by exposure or practice)

Lost—He is *lost to* all sense of honor (=insensible to)

Obliged—I shall be very much *obliged to* you if you send me the book asked by bearer

Qualified—He is not well *qualified for* the post (=fitted for)

Quartered—The soldiers were *quartered on* the townspeople (=distributed among, with a view to be accommodated with board and lodgings)

Revenged—We are *revenged on* our enemies (=has taken revenge on)

Sparing—You are not *sparing of* your money (=you freely spend your money)

Steeped—"They were *steeped in* the dullness of official lethargy" (= sunk in, filled with)

Veiled—The town is *veiled in* smoke (= covered with)

Versed—He is well *versed in* mathematics (= he is learned or proficient in)

Wanting—Some of the best and ablest of men are *wanting in* tact (= deficient in)

CHAPTER VIII.

VERBS FOLLOWED BY APPROPRIATE

369

PREPOSITIONS

Acquiesce—I cannot *acquiesce in* such unjust decisions (= rest satisfied with)

Acquit—The prisoner is *acquitted of* the charges brought against him (= declared by a judge as free from)

Admit—His conduct *admits of* no excuse (= allows of)

Allude—This is not the man *to* whom I *alluded* (= referred)

Apply—He *applied to* the secretary for a teachership

Arrive—When does the mail train *arrive at* Howrah?

Assure—I *assure you of* safety (= give you my assurance or confident belief that you would be safe)

Avail—He is going down to Calcutta, and I must *avail myself of* this opportunity to send my son home (= take advantage of)

Bear—I cannot *bear with* his violent temper (= tolerate)

Believe—*Believe in* the holy books

Bestow—A sum was *bestowed upon* the poor fellow

Beware—*Beware of* evil company (= be on your guard against)

Boast—Do not *boast of* success (= be proud of)

Bring—I will *bring you to* your senses (= make you feel that you were wrong in your conduct)

Buy—I *bought* this book *of* Hacker, Spink & Co

Care—He does not *care for* success

Coincide—Your views *coincide with* mine (= are the same as)

Cheat—He *cheated me of* my money

Comment—*Comment on* the passage quoted (= make critical notes on)

Compensate—He *compensated me for* the trouble I took on his behalf (= remunerated)

Comply—He did not *comply with* my request (= carry out),

Congratulate—The Parliament *congratulated* the king *on* his accession (= wished much joy to the king)

Converge—"Farmers were seen issuing from their houses and *converging to* the point of meeting" (= tending or proceeding to)

Decide—He has *decided upon* the course he should adopt (=determined on)

Deliberate—Yesterday we hotly *deliberated upon* this matter (=discussed)

Demand—I *demand* of Ram fifty rupees which his brother had borrowed from me (=claimed as of right)

Demur—He should have *demurred to* that estimate (=objected to, he hesitated from accepting)

Depend—I must *depend upon* him for the means of livelihood

Despair—You should not yet *despair of* success

Determine—The Sikhs *determined upon* war

Dip—Do not *dip* your hand *in* hot water

Dispense—I have *dispensed with* his services (=done away with)

Dispose—Do not *dispose of* your money in such an unregulated manner (=spend or give away)

Encroach—"They showed no disposition to *encroach upon* the royal prerogative" (=seize on the rights or privileges of the king)

Enlist—He was *enlisted in* the army (=enrolled)

Excel—He *excelled in* cricket and football

Expostulate—My father *expostulated with* me upon my going to sea (=reasoned earnestly with me on the impropriety of my conduct)

Hanker—He *hankers after* wealth (=longs for)

Hope—He *hopes for* success See Q 366

Import—Almost all the necessaries of life, except food, are now *imported into* India from England (brought from a foreign country)

Include—His name is *included in* the list of members

Inculcate—With the same emphasis Louis *inculcates* the like habit *on* his son (=enforces by frequent admonitions)

Infuse—We *infuse* life, energy or courage *into* a man (=pour it into his heart as it were)

Inveigle—The wild tribes were *inveigled into* the ways of the white men (=enticed into)

Involve—He is *involved in* serious difficulties (=beset with, he has got into trouble)

Judge—She is wise as far as I can *judge of* her

Listen—*Listen to* my words

Meditate—He is *meditating upon* the goodness of God (=deeply contemplating)

Meet—His conduct *met with* the warm approbation of all (=received)

Muse—He *muses over* his past wrongs (=thinks closely over)

Object—He does not *object to* the proposal (=oppose)

Part—I cannot *part with* this ring (=give away finally, or for a time)

Partake—We *partook of* the dinner with our worthy friend (=eat)

Penetrate—The traveller *penetrated into* the depths of the forest (= entered)

Persevere—*Persevere in* your attempts and you will succeed

Persist—He *persists in* annoying his master (= continues in the practice of)

Plunge—The horse *plunged into* the river and swam across

Prepare—Boys are *preparing for* the examination

Protest—He *protested against* the injustice of the decision (= raised his voice against)

Pry—Do not *pry into* the secrets of others (= try to discover, from mere curiosity)

Relapse—He *relapsed into* his old habits (= fell back into)

Remonstrate—I *remonstrated with* my friend about his conduct (= reasoned strongly on the impropriety of his conduct)

Repent—He *repented of* his past wicked conduct

Repine—The women did not *repine at* their lot (= murmur at, feel discontent for)

Require—I *require this of* you (i.e., want you to do this)

Resort—Never *resort to* mere tricks to accomplish your purpose (= take to, have recourse to)

Revel—The Nabab was *revelling in* fancied security in Murshidabad (= carousing in a state of)

Rob—The dacoits *robbed him of* his money

Subsist—In India, the majority of the people *subsist upon* vegetable food (= live upon)

Sympathise—I *sympathise sincerely with* you in your affliction

Trust—*Trust in* the Lord and do good

Upbraid—Do not *upbraid me with* foolishness (= charge me with)

Urge—He *urged this matter upon* my notice (= prominently brought it to my notice)

Vie—The two friends *vie with* each other in their efforts to help the poor man (= strive for superiority)

CHAPTER IX

THE MORE IMPORTANT PHRASE=PREPOSITIONS EXPLAINED AND ILLUSTRATED

370 Explain and illustrate the meanings of the following expressions (1889) —Of course, long since, after all, no sooner than, on the whole, at best, at least

Ans This book is designed for the use of only Entrance candidates, *of course*, if others are so good as to read it, the

author cannot have any possible objection (=by the very nature of things) I can't understand how he could confound a recent event like that, with one that had happened *long since* (=long ago) "Marriages between persons of different classes are *long since* obsolete among the Hindus"—*Mayne* For the phrase—*after all*, see Q 319 For *no sooner than*, see Q 116 He has these defects no doubt, but he has certain qualities of head and heart to recommend him, so that *on the whole*, I don't think he will make a bad Government servant (=taking all things into consideration)

"*At all* is a phrase expressing emphasis usually found in negative sentences"—*Mc Mordie* I don't think he is going to help you *at all* Will he help you *at all*? For the phrase *at the best*, see Q 250 He promised to help me with fifty rupees *at least* (=if not with any larger sum of money)

371 Frame sentences introducing the following expressions — In point of, at the point of, to the point, in virtue of, on a large scale, to all appearance

Ans In *point of* learning, there were few who were his superiors (=in aspect of) In a few minutes, he was taken violently sick and was *at the point of* death (=on the verge of) His arguments are weighty and always *to the point* (=always bearing upon the question under discussion relevant to the subject) *In virtue of* the many admirable qualities of head and heart with which he was endowed, he found himself in a position to command the respect and esteem of many (=in consequence of, through the force of)

Preparations were made *on a large scale* for the reception of the prince (=extensively) He was perfectly aware that bribery was practised *on a large scale* by his brother officers (=extensively) He was *to all appearance* as wise as he was bold (=apparently, so far as could be guessed from the outside)

372 Construct sentences with the following —On no account, for all that, on the average, in fact

Ans *On no account* can I allow to leave the examination-hall now, unless at the same time you agree to give up your paper (=not for any, even the greatest of reasons) "I know that Mr Thomas Parr lived to be a hundred and sixty years old But *for all that*, three score and ten is the age of man" (=notwithstanding anything to the contrary) See Q 171 He could walk *on the average*, fourteen miles a day Their income *on the average*, is very low (=on an estimate of the mean value) This book gives you the broader facts and principles of grammar, furnishes you with explanation of the more important idiomatic phraseological expressions in common use, treats of the subject of Composition pretty fairly —*in fact* deals with every thing that an Indian student of

English preparing for the Entrance Examination is required to be familiar with (=in truth, to state the whole truth)

373 Explain and illustrate the meanings of —To the last, at last, no matter, in the face of, on the face of, face to face, long and short, at the longest

Ans To the last, his intellect retained all its keenness and vigour (=to the end, till the last moment of his life) The hero fell covered with wounds, bravely fighting *to the last* The Rajput troops, though they met with a stubborn resistance from the enemy, were *at last* able to crush them altogether (=at the end, after having had to encounter resistance or difficulties) He must do it, *no matter* whether he likes it or not *In the face of* facts like these it is childish to argue that the result enough to have been different (=in spite of) His objection was *on the face of it* absurd (=palpably, as could be easily gathered from the very outside of the thing) We met *face to face* in the street For the phrase *long and short*, see Q 350, and for *at the longest*, see Q 318

374 Frame sentences to illustrate the meanings of —Above all, by far, far from

Ans "The phrase *above all* means 'chiefly', 'before any other consideration' This expression should be used when a speaker after having mentioned a number of things wishes to state something further, which is of still greater importance — Be cleanly, be sober, be honest, but *above all*, be truthful—*Mc Noidie* He is *by far* the best boy in the class (=considerably, indisputably) *Far from* falsely telling people that *you* have done the wicked act, I can never for a moment believe that *you* are capable of doing such a thing at all (=leaving far aside, as beyond the range of possibility, the question of my falsely telling people that etc) When I say that the English of that generation were irreligious, I am *far from* saying that there could not be found here and there men of true religious fervour (=not at all)

375 Explain and illustrate the meaning —Not only—but, in the long run, before long, on the contrary, to the contrary, contrary to

Ans For *not only—but* See Q 116 In every walk of life, it is resolute perseverance, more than talents or patronage, that *in the long run* wins the race (=ultimately, having regard to the ultimate or final result) Such resolute perseverance is sure to be crowned with success *before long* (=before any great length of time has elapsed) "He swore that he had heard nothing of the rebellion, and although Elizabeth possessed the clearest evidence *to the contrary* she affected to believe him" (=evidence antagonistic to the previous statement *viz.*, that he had heard nothing of the rebellion) See Q 251 To be spoken well of by others

is certainly no disadvantage, *on the contrary*, it is a piece of good fortune which we all covet (=on the other hand) See Q 251 *Contrary* to our expectations, the business did not prove a flourishing concern (=in opposition to)

376 Construct sentences with the following —Rather than, had rather, at any rate, at the worst, into the bargain, by the way; by and by, by the by.

Ans *Rather than* yield herself up to the Mussulman invaders, the heroic Rajput lady threw herself into the flames and perished (=preferring not to yield etc.) *Rather than* submit to such cruel treatment from his master, he resigned his service (=preferring not to submit) You *had rather* not do such a thing as that (=it would be better for you not to do &c.) A selfish person like him nobody can possibly like, *at any rate* I don't (=at least for myself, in any case, viz, whether others like him or not) I advise you to appear in the examination, for, you see,—you may pass, *at the worst* (=the worst thing under the circumstances is that) you will fail,—but is that anything to be afraid of? I or the phrase '*into the bargain*,' see Q 323 For '*by the way*' '*by and by*' and '*by the by*' see Q 321

377 Frame sentences to illustrate the meanings of —In the event of, at all events, to say the least, in the least

Ans What will you do *in the event of* your not obtaining the appointment (=in case you do not obtain &c) *In the event of* a war breaking out between England and Russia in 1817, the agricultural population of India will have a bad time of it (=In case a war breaks out) If you don't try for yourself, nobody will come to help you and you will have to lead a miserable life, *at all events* you will find the road to success not very smooth (=at any rate, at least in any case) His intellectual attainments were, *to say the least*, higher than those of many of us (=to say very little, not to speak of him in higher terms, suggesting, of course, that greater praise is due to him) I am not *in the least* aware who he is or whence he has come (=at all)

378 Explain and illustrate the meanings of —Now that, seeing that, at the latest, at most, to and fro, out of place, in the end, at the end

Ans *Now that* (=since now) I have ample leisure, I shall be able to attend to your business '*Seeing that* (=because) you can not get what you think, take what you get'—*Bain* I expect to come back in two hours' time *at the latest* (=not later than in two hours) I can allow you two hours' time *at most* for the work (=as the utmost limit) "He walked *to and fro* through the room and was evidently in a perturbed state of mind" *McCordie* Pious reflections are *out of place* in mere story books (=quite inappropriate) See Q 326 Truth is sure to triumph *in the end*

(=finally) *At the end* of two months he returned (=at the termination of)

379 Frame sentences with the following —In a word, now and then, every now and then, at once, once for all, over and above, over again, at the outside, on the eve of, in view of, to have recourse to, with a view to.

Ans He was brave, he was industrious, he was truthful—in a word, he possessed the more important qualities which we admire in a man (=briefly speaking) His style is monotonous, loose and *now and then* highly laboured (=sometimes, occasionally) "He would stop *every now and then* when there was the least noise below" (=at short intervals). It is best you should know all about the matter *at once* (=presently, without delay) They all rose *at once* (=simultaneously) He is *at once* a pleader and professor (=both) He desires me to tell you *once for all* that he declines to receive further communications from you (=once and that finally) See Q 251 *Over and above* (=in addition to) his usual meals, he can eat as much as we cannot possibly eat together I have done the work *once*, I am not going to do it *over again* for you (=once more) For the phrases *at the outside*, and *on the eve of*, see Q 318, 325 respectively *In view of* (=having taken into consideration) probable dangers arising from the unsettled state of the country, the Prime minister *had recourse* to certain precautionary measures (=adopted) *With a view* to averting the impending famine, the Government opened relief works in various parts of the country (=in order to avert)

CHAPTER X

PROMISCUOUS EXERCISES ON THE PREPOSITIONS

380 Fill up the blanks in the following with appropriate prepositions

(a) He promised to abide—the contract and they relied—his honor—its fulfilment But they were disappointed—their hopes
(b) "He lives—a small cost and he does so—abstaining—every kind of luxury and accustoming himself—humble fare such as is suitable—a person—small income (c) The accident which resulted—the man's carelessness is likely to result—his death (d) It is said of him that—the beginning—his career he was accustomed to walk—country—town—country—town when—circuit, being as yet too poor to afford the luxury—posting (e) Both father and mother endeavour to set a good example—their children—living—peace

(*f*) Jesus prayed—mercy—his murderers (*g*) The boy learned his letters—the village school—the same bench—the children of the peasantry and played—the fields his father had owned

Ans In answers, the prepositions, where two or more, are given in order (*a*) By—on—for—in (*b*) At—by—from—to—to—of (*c*) From—in (*d*) In—of—from—to—on—of (*e*) Before—by—in (*f*) For—on (*g*) In—on—with—in

381 Fill up the blanks in —

(*a*) He arrived—India—Monday, the 5th May (*b*) He arrived—Amsterdam. (*c*) He did it—the belief that he was his enemy (*d*) He wrote—this intention (*e*) The mole lives—the earth and builds her house—the ground. (*f*)—the 36th day we entered the citadel (*g*) A blind man cannot distinguish light—darkness (*h*) Death does not distinguish—rich and poor (*i*) To take a thing—trust. (*j*) He subsists entirely—my charity (*k*) Two women came—his presence (*l*) I take you—your word (*m*) “I differ—you—the exact point—which dogs differ—wolves in shape or kind But there is no difference of opinion—their comparative fierceness” (*n*) “I disapprove—your way—working and must therefore dispense—your services”

Ans The prepositions, where two or more, are given in order. (*a*) In—on (*b*) At. (*c*) In (*d*) With (*e*) In—under (*f*) On ‘On’, ‘upon’ are used before particular days, as, *on* Saturday, *on* holidays, *on* Sunday morning &c. (*g*) From (*h*) Between (*i*) Upon (*j*) On. (*k*) Into (*l*) At. (*m*) With—on—in—from, about. *N B* We *differ from* a person in opinion and *differ with* a person on a point (*n*) Of—of—with

382 Fill up the blanks in —

(*a*) I was—great despair this (*b*) Boil a thing—water (*c*) —a late hour—the evening (*d*) He found it written—the bottom—the last page. (*e*) He procured us a man—midnight (or)—noon (or)—day-break,—two o’clock (*f*) He was deprived—that very thing—which he delighted most (*g*) A man stands—the door (*h*) Englishmen have not distinguished themselves—art. (*i*) He lived—a great age. (*j*) I depended—his coming—four o’clock, but—all the hopes I had formed he deviated—his purpose and did nothing to defend me—injustice (*k*) —all appearance he is seriously ill. (*l*) He is walking—the seashore. (*m*) Aspiration—national unity. (*n*) The rent fell—arrears (*o*) He increased—wisdom—the increase—age and at last grew—the follies of his boyhood and youth Thus—degrees he rose—eminence—his profession (*p*) To contribute money—the maintenance of a school (*q*) Animals move—in all directions (*r*) He made an acquaintance—him (*s*) “—our days the greatest occasional gatherings of the human race are—India, especially—the great fair of the Hurdwar,—the Ganges—N Hindustan” (*t*) He worked hard—a desire to earn his own living

Ans (a) In—at (b) In (c) Until—of (d) At—of (e) At—at—at—at—at (f) Of—in (g) At (=at the entrance of) (h) In (i) To (j) Upon—at—with—from—against (k) To (l) Along (m) After (n) In (o) In—with—of—over By—to—in (p) Towards, or for (q) About (r) Of (s) In—in—at—on—in “The writer does not say ‘on our days because it is not particular days of which he speaks, he simply alludes generally to the times in which we live” ‘On the Ganges’ does not mean ‘on the surface of the Ganges’ but ‘on its banks’ (t) From

382A Fill up the blanks in the following —

(a) They all grew up—years of maturity (b) I had a strong inclination to go—sea but my father declared—it (c) The Government took the matter—their own hands (d) All this he accomplished—the satisfaction—his employers (e) To trespass—a house (f) The articles will be exhibited—the auction room—a few days (g) The serpentine tank is—the Mridan (h) He found marks—violence—the body (i) The poor were raised—ease and affluence—his bounty (j) “She was at once so transported—rage—him that she tore off his cloak—the open street” (k) He was warned—the danger (l) She burst—tears and loud lamentation (m) The ship proceeded—the assistance—a steamer—distress (n) “It so happened that—the same evening that the officers and troops engaged—the Ashantee wars received the thanks of Parliament, the Secretary for war made his annual speech—the general position and prospects—the army” (o) He is a carpenter—trade but not—caste (p) He is clever—translation (q) To throw oneself—the feet of another (r) Be ready—the hour of danger

Ans (a) To (b) To—against (c) Into (d) To—of (e) Into, or—in (f) At—in (g) In (h) Of—on (i) To—by (j) With—against—in (k) Of (l) Into (m) To—of—in (n) On—in—on—of Here, the writer does not say, ‘in the same evening’ because the idea of a particular day in which it so happened’ was prominent in his mind.’ (o) By—by (p) At (q) At (r) Against

382B Fill up the blanks in —

(a) All traffic—the road has been suspended (b) An investigation was held—the cause of the accident. (c) They died—great poverty (d) “A few companies of infantry lay—garrison—Tilbury-foot—Portsmouth, and—some other important station—or near the coast” (e) He leapt—the Thames—a girl who was going to be drowned (f) He was brought up—work—a trade. (g) He lives—his estates (h) He assisted—then sports (i)—the same time it must be borne—mind (j)—school or—church (k)—home. (l) To be—play, to be—war and—peace (m) He was received—the works—every part of which he had access (n) He was present—the sale of the property

Ans (a) Along (b) Into (c) In (d) Ir—at—at—in—on.

(c) Into—after (f) To—at (g) On (h) At (i) At—in (j) At—in (k) At (l) At—at—at (m) Into—to (n) At

383 Fill up the blanks in —

(a) The price paid—the book was Rs 20 (b) Be ready—the hour of danger (c) The public joy—the acquittal of Delamere was great (d) The property was sold—a small sum (e) Inquiry was made—them (f) —“Sundays and holidays, able-bodied men were required to appear—the field utterly leaving the play—bowls, dice and other games” (g) He betrayed me—the enemy (h) He was betrayed—the hands of the enemy (i) He is free—faults (j) Next night we slept—the house of a fine gentleman (k) He calculated—a large profit—this transaction

Ans (a) For (b) Against (c) At (d) For (e) After (f) On—in—at (‘play at cards, play at bowls, are particular idioms) (g) To (h) Into (i) From (j) At (k) Upon—in

384 Fill up the blanks in the following —

(a) —what you tell me he must be a bad man (b) He is taller than you—two inches (c) Rice is sold—the mound, wine—the pint or quart (d) That portrait is true—the life (e) He saved up money—the evil days (f) He was caught—his old tricks (g) That was all done—ill-feeling (h) This picture was painted—a good model

(a) From (b) By (c) By—by (d) To (e) Against (f) In (g) Through, or from (h) After

385 Fill up the blanks in —

(a) —whatever side I turn my eyes, myriads of happy things crowd—my view (b) The insect youth are—the wing (c) A translation of the Gospel—St John—the Saxon language (d) He falls in—your views (e) —“the same time it must be borne in mind (f) He has a thirst—knowledge (g) To bring a habit—practice (h) I put my arguments—writing (i) I turned some of the tales—verse (j) To attend—public worship (k) I went—the whole of the book—myself—the greatest ease (l) The time I allowed—writing exercises and—reading was—night or—work began in the morning or—Sundays (m) My arrival there—a visit or—business (n)—politics he had no equal (o) He is getting—favourably (p) He was drawn—to give—his secret (q) ‘He and I reached England—the same time’ (r) The men broke—open mutiny (s) He filled—the figures (t) Discontent increased—the crew

Ans (a) On—upon (b) On (c) Of—into (d) With (e) At (f) For, or after (g) Into (h) In (i) Into (j) At (k) Through—by—with (l) For—for—at—before—on (m) On—on (n) In (o) On (p) In—out Drawn in=artfully induced (q) In or at In here indicates period of time at, point of time (r) Into (s) In (t) Among

386 Fill up the blanks in —

(a) This book is clear—misprints (b) This custom has gone—use. (c) Even kings are—the law (d) The axe was laid—the root of the tree. (e) Do not shoot—the birds (f) The enemy marched—the town (g)—what family did he spring? (h) It was wrong—you to say that (i) He was busy—that work all day (j) He is cleverer than you—a great deal (k) He was appointed—these terms (l) He is always seeking—wealth (m) Water is changed—steam by heat.

Ans (a) Of (b) Out of (c) Under (d) At (e) At (f) Upon (g) Of, or from (h) Of (i) At (j) By (k) On (l) After (m) Into

387 Fill up the blanks in —

(a) His plan broke— (b) The writing met—their approbation (c) To give a person—marriage—another (d) I was—the right. (e) He was imprisoned—a month (f) He set sail—England (g) Hold—till I come. (h) They held him—as an example. (i)—5 o'clock,—the third Sunday,—May (j) In his boyhood he obtained a tolerable education—the grammar school (k) It was not fair—me to take this advantage (l) India is bounded—the north by the Himalayas (m) I set out—a boat—Amboy (n) Bunvan's Pilgrim's Progress—Dutch is finely printed—good paper (o) They were given up—lost (p) They knew how to divide time—day and night

Ans (a) Down Broke down=failed (b) With (c) In—to (d) In (e) For (f) For (g) On Hold on=continue in your course (h) Up Held up=pointed out (i) At—on—in (j) At (k) In (l) On (m) In—for, or from (n) In—on (o) For Given up for regarded as (p) By

388 Fill up the blanks in —

(a) They were to be sold—slavery (b) Thousands of infants were thrown—the sea and drowned (c) True politeness consists—considering others' feelings (d) He got—debt (e) He entered—conversation—me. (f) The man improves—moral character (g)—the death of his father he succeeded—a farm (h) The furniture consisted—chairs and tables only (i) He had two carts made—this principle (j) My whole stock of cash consisted—a single dollar (k) You should be consistent—your statements (l) I had often had a meal—dry bread (m) To start—an expedition (n) Your practice is not consistent—your profession

Ans (a) Into (b) Into (c) In (d) Into (e) Into—with (f) In (g) On, or at, to (h) Of (i) On (j) In (k) In Your statements should be consistent with each other (l) Of (m) On (n) with

389 Fill up the blanks in —

(a) He seized me—the throat. (b) He was starved—death (c) He is angry—me (d) He was offended—me (e) Our king

fought—another (*f*) The house was built—clay (*g*) I prefer a book of travels—one of fiction. (*h*) This tea is exactly—my taste. (*i*) He worked hard—a desire to learn (*j*) This was done—ill feeling (*k*) Be ready—the day of battle (*l*) He is clever—mathematics but not—translation (*m*) He is dull—understanding slow—hearing, lame—one leg blind—one eye hard—heart timid—disposition, violent—temper and quick—speech

Ans (*a*) By (*b*) To (*c*) With (*d*) With (*e*) With, or against (*f*) Of (*g*) To (*h*) To (*i*) From (*j*) Through (*k*) Against (*l*) At—at (*m*) Of—of—of—of—of—of—of—of

300 Fill up the blanks in the following :—

(*a*) Confide—me and I will try to help you (*b*) The management of the affair was confided—me (*c*) The governor inquired—me. (*d*) He finished the work—two days (*e*) He arrived—time. (*f*) I brought him—difficulties (*g*) He went—pilgrimage to Rome (*h*) He shall be beaten—many stripes. (*i*) The entrance of our house is—the south side. (*j*) The temple was built—the same plan (*k*) He has been a lazy man—his life (*l*) I will not retire—the encounter (*m*) They were cut off—all communication—their friends—months (*n*) He is now—the age of forty (*o*) These are people whom we daily meet—home—the streets—the workshop—the fields—clubs (*p*) Bats fly out—night but retire—day-break. (*q*) I will expect you—Monday next.

Ans (*a*) In. *Confide in* = put faith in. (*b*) To. *Confided to* = entrusted to (*c*) For (*d*) In. (*e*) In. (*f*) Into, or out of (*g*) On (*h*) With. (*i*) On (*j*) After (*k*) Throughout (*l*) From (*m*) From—with—for (*n*) Of, or beyond, or past. (*o*) At—in—in—in—at. (*p*) It—it. (*q*) On, or before, or by

391. Fill up the blanks in —

(*a*) They avenged his death—his murderer (*b*) The danger was averted—the country (*c*) I beckoned—him to come. (*d*) The marriage was not blessed—any issue (*e*) That fact is not compatible—his innocence (*f*) He was condemned—imprisonment for life (*g*) I am not conscious—any difference between the two (*h*) Nothing could console him—the loss of his son

Ans (*a*) *Averged* = (inflicted punishment for) his death on his murderer (*b*) *Averted from* (= turned aside or away from) (*c*) *Beckoned to* (= made signs to) (*d*) *Blessed with* (= made happy by the possession of) (*e*) *Compatible with* (= consistent with) (*f*) *Condemned to*. (*g*) *Conscious of* (= aware of) (*h*) *Console for*.

392. Fill up the blanks in —

(*a*) The sun shines—day, and the moon—night. (*b*) We

proceeded—our voyage. (c) I found myself relieved—a heavy burden (d) He was robbed—his purse (e) He is—a bad temper (f) A ram or goat—a year old was slain—the altar (g) Jews residing out of Palestine chose this occasion—visiting Jerusalem (h) He was bred—that business (i) This is much—your credit (j) —the return of hot winds the grass fades (k) The year begins—the first of January (l) To hold—a resolution (m) This law was passed—Lord Ripon's administration. (n) He is a tenant—the Raj's property (o) I have to thank you—the good wishes you have expressed—me (p) He leaves Allahabad—Monday morning—three months leave—Mushidabad (q) The importance of introducing railway—Orissa. (r) He congratulated me—my recovery—illness (s) There were no deaths—smallpox last year (t) He was instructed—the properties of food, and diet, proper—infants etc. (u) A whirlwind passed—the village—Wednesday last

Ans (a) By—at (b) On (c) Of (d) Of (e) Of, on in *Of* shows his nature, *in* indicates that he is *at the time in question* in a bad temper (f) Of—before (g) For (h) To *Bred to*—trained up to (i) To (j) With (k) On (l) To *Hold to*—sick to (m) During (n) On (o) For—to (p) On—on—for (q) Into (r) On—from (s) From (t) In—to (u) Through—on

393 Fill up the blanks in —

(a) The insurgents would now be more amenable—reason (b) They ascribed the loss of their city—the misconduct of the generals (c) They made no attempt—resistance (d) The dominions bordered—the sea. (e) He has obtained a clue—the secrets (f) The company connived—the indirect gains of the agents (g) Forgiveness is consonant—the code of morality (h) Fix your eyes—definite ends in the future. (i) It is no virtue to frown—irremediable faults (j) His father frowned—the engagement.

Ans (a) *Amenable to* (=willing to) (b) *Ascribed to* (=referred to as the cause) (c) *Attempt at* (d) *Bordered on* (=touched at the edge of) (e) *Clue to* (=a key to) (f) *Connived at* (=overlooked) (g) *Consonant with* (=Agreeing with, consistent with) (h) *Fix on or upon* (=direct on) (i) *Frown at* (=look with displeasure upon) (j) *Frowned on*

394 Fill up the blanks in —

(a) The Bank is gorged—gold (b) All doted—her as their daughter (c) It might extricate him—his difficulties (d) They guessed our loss—four or five hundred (e) We are justified—our suspicion (f) This man presumes—his parts (g) Prettexts—a quarrel were readily found (h) He became a prey—suspicion (i) Self-command was not always proof—female attraction (j) His son had shared—his privations (k) My heart throbs—pleasure.

(*l*) Eclipses recorded in ancient books can be verified—calculation

Ans (*a*) *Gorged with* (=glutted with, fed to satiety with) (*b*) *Doted upon* (=loved to excess) (*c*) *Extricate from* (=free from) (*d*) *Guessed at* (=Judged of, at random) (*e*) *Justified in* (*f*) *Presumes upon* (=puts too much confidence in) (*g*) *Pretends for* (=assumed or feigned reason for) (*h*) *Pray to* (*i*) *Proof against* (=able to resist) (*j*) *Shared in* (=boile a part of) (*k*) *Throbs with* (=beats violently with) (*l*) *Verified by* (=confirmed by)

395 Fill up the blanks in the following —

(*a*) I have gained experience—the cost of much suffering (*b*) He was attacked—a fatal disease (*c*) They sent—London—a great doctor (*d*) The patient was put—clean clothes (*e*) The process was repeated—the end of each week (*f*) The steamer plies—Calcutta and Howrah (*g*) I would not make—its entire shape (*h*) The steamer passed—a few yards of the sea-animal (*i*) The sea-animal—an instant threw its tail—the air (*j*) I rubbed the engraved part—a brush (*k*) The cow-shed was lifted—its supports (*l*) This is the best book—the subject we have seen—many a long day (*m*) The leaves were flying—all directions (*n*) He succeeded—doing it He next made a rush—the horses The horses were straining—their ropes to get free

Ans (*a*) At (*b*) *At the cost of &c*—Much suffering was the price paid for the experience I have gained (*c*) With (*d*) To—for (*e*) Into (*f*) At (*g*) Between (*h*) *Make out*—find out (*i*) Within (*j*) In—into (*k*) With (*l*) Up (*m*) On—for (*n*) In—at—at (*o*) *Strain at*—Draw with force

396 Fill up the blanks in the following with appropriate prepositions

(*a*) In trying to run away, his foot was caught—one of the tent ropes (*b*) The cloth was pressed so close—his face as nearly to stifle him (*c*) The oppression—my face—the pressure—the heavy canvas was almost suffocating (*d*) They searched—every detail—this affair (*e*) He had gone out—town—a few days (*f*) He glanced hurriedly—the whole page (*g*) An attack—the character—a man (*h*) His letters came—my possession, but I did not show them—anybody (*i*) His relations—the lady were intimate—the extreme (*j*) I could see—the whole plot (*k*) I was—great straits—money (*l*) He did not hesitate—the means fair or foul—securing his post. (*m*) Rising—his feet he rang the bell (*n*) He soon drove—his friend's house (*o*) Getting—my friend's carriage I told him all—the matter (*p*) A letter was put—my hands (*q*) The letter was an invitation—dinner couched—friendly and familiar terms (*r*) I hold an opposite opinion—yours (*s*) They made offerings—the goddess Kali

Ans (*a*) In (*b*) Over (*c*) On—from—of (*d*) Into—of (*e*) Of—for (*f*) Over (*g*) On—of (*h*) Into—to (*i*) With—in (*j*)

burden (k) In—for (l) At—of (m) To (n) Drove to (= went in to) (o) Into—about (p) Into (q) To—in (r) To (s) To

397 Fill up the blanks in the following with appropriate prepositions

(a) They never felt pity—the man they had murdered (b) When Thuggee was brought under the notice of the British Government Bentinck appointed Sleeman to take measures—its suppression (c) She took her evening meal as usual—9 and 10 and then retired to rest—a room—the upper floor (d) He succeeded—that employment (e) His son read—him—some interesting book (f) India has—the last century been a great field—the display—British energy (g) They subsist—hunting—the bow and arrow (h) She was lame—her knees—the gout (i) They formed themselves—several parties (j) A river runs—the country (k) The hospital was established—his exertion (l) My acquaintance—the ingenious people—town increased (m) He made no demand—the money I had borrowed—him (n) I feel a dimness—my eyes, a faint sick feeling—my heart (o) The little village has been changed—a large city (p) I saw him—an anxious look—his face. (q) They were emigrants from the town—the country (r) After carrying an umbrella—thirty years he saw the article at length come—general use. (s) He fell sick and died—a few days (t) They fixed a cross sign—their dress (u) He got him admitted—the hospital (v) He has a high opinion—me. (w) I entered—partnership—him

Ans (a) For (b) For (c) Between—in—on (d) In (e) Go—from (f) During—for—of (g) By—with (h) In—with (i) Into (j) Through (k) Through (l) With—in (m) Of—of (n) In—at (o) Go (p) With—in (q) Into (r) For—into (s) In (t) Go (u) To (v) Of (w) Into—with

398 Fill up the blanks in the following —

(a) Solomon made an agreement—Hiram King of Tyre that he would give him a yearly supply—wheat and oil—exchange—cedar and Fir (b) Two women came—his presence (c) Subscription—a newspaper (d) Entrance—a happier state of life, to enter—a new life, entrance—the next world, entrance—the unseen world (e) The course of the river—Hugh is hidden—view—a dark forest (f) The value of this large piece of African ivory is—thirty-five rupees (g) The tree strikes its root—the soil below it (h) The fruitseller sells twenty mangoes—a rupee. (i) He received the first prize—general proficiency (j) Lord Harris was Under-secretary—India. (k) He has no real ground—complaint—me. (l) The paragraph is a little lower down—that page. (m) He always acted—the advice which the resident gave him (n) He will come—a brief space of time. (o) The summit of the moun-

tain is covered—snow (*p*) A doctor—large practice. (*q*) Many thousands of people with sorrow—their faces tried to catch a glimpse—the captives

Ans (*a*) With—of—in—for (*b*) Into (*c*) To (*d*) On, upon, on, into (*e*) At—from—by (*f*) About (*g*) Into (*h*) For (*i*) For (*j*) For (*k*) Of—against. (*l*) On (*m*) Upon (*n*) In (*o*) With (*p*) In (*q*) In—of

399 Fill up the blanks in the following :—

(*a*) To preside—a meeting (*b*) To attend—a meeting (*c*) I signed my name—a Bill of Exchange (*d*) A writes a letter and signs it—B's name without B's authority (*e*) The building is used as a place—worship (*f*) The cow's hide is made—leather—shoes (*g*) Combs are made—the bones of the cow (*h*) They ransomed him—a large sum of money (*i*) It is only—mistake that some people call him a usurper (*j*) A's property has been put up—auCTION (*k*) Candidates—the last B A Examination (*l*) The money was laid out—good security (*m*) He was in constant attention—his master (*n*) I am vexed—him—his not keeping the promise. (*o*) He sat—the shade of a tree (*p*) I am very much concerned—your progress (*q*) I can speak from knowledge—two instances—my own experiences

Ans (*a*) At, over (*b*) At (*c*) To (*d*) With (*e*) For (*f*) Into—for (*g*) From (*h*) With (*i*) By (*j*) To (*k*) At (*l*) On (*m*) Upon (*n*) With—for (*o*) In (*p*) About (*q*) In—in

CHAPTER XI.

IDIOMATIC USES OF VERBS EXPLAINED AND ILLUSTRATED *

400

A.

Abide—Contentment *abides with* truth (=remains with) I married a poor woman, and am content to *abide* *by* what I have done (=stand to) They were determined to *abide their time* (=wait for a time when they can carry out their wishes)

Act—They endeavour to *act up to* the opinion (=conform to, carry into action) Byron *acted on* his assertion that a man ought to do more for society than write verses (=according to) Perhaps in the past winter he had been *acting out* a deep intrigue (=carrying out)

* Adapted from "The Indian Student" of 1877-78.

B

Back—To *back out* of an engagement (=withdraw from) To *back up* an application (=support)

Be—What *is* he *about* ? =how is he occupied ? *Is* your father *in* (=is he at home or in his office) This man *is in for losses* (=is exposed to, or involved in losses) In our college a student is fined if he is late my brother *was in for* a fine one day last week (=a fine was imposed on him) He wishes you to think that he *is in with* the governor (=is friendly with) This boy *is out with* several of his school fellows (=is in disagreement with) The train *is up to time* (=has arrived at the appointed time) He *is well posted up* in all matters regarding travelling (=is acquainted with) To be *hard up* for an excuse (=closely pressed) A thief must *be ill at ease* when he sees a police man approaching (=be confused, be disturbed in mind) This man thinks himself *wide awake* (=fully awake, on guard), yet he *was caught napping* (=caught taking a short sleep, hence was deceived) yesterday To *be a good hand at*=to be skilful in, or clever at What's *in the wind* to day ? =What news is there to day ? He *is in a fair way to become rich* (=is likely) He thinks to win this case in court, but when the trial is over, he will find that he *is in the wrong box* (=is not in a position to secure what he hopes, is not in congenial circumstances) What *is on the carpet* now (=is under consideration) ? 'In some sections of the Hindu community, the caste system *is on its last legs*' (=is in a tottering condition) Napoleon *was to his soldiery a host in himself* (=was equal to a host or great many persons) His cart has stuck fast in the middle of the river, so that he *is in a bad fix* (=is in perplexity) This man *is under a cloud* at present, but in time he will vindicate himself (=falls rightly or wrongly under suspicion) He *is thoroughly with us* in our efforts at reform (=agrees with us) He *was within an act* of being shot (=narrowly escaped, was very nearly) The boy *is quite at sea* in history (=is flurried or confused) To *be on the shady side of forty* (=be under) He *is all down* in the month because he has failed in the examination (=feels depressed) The members of this state *are at sixes and sevens* (=cannot agree) on the subject of widow re-marriage. Professor Cayley of Cambridge, *is at the top of the tree* in Pure Mathematics (=is above all other in the same subject) The power of the Turkish Empire *has long been on the wane* (=has gradually been growing less) His opposition *is neither here nor there* (=is of no importance) He *was nowhere* in the examination, being last on the test but three (=was in a position of no importance whatever) *Are you in good time* for study to day (=are in a happy state of mind) ? Will Shakespeare *always be in the van* of English poets (=be in the front rank) ?

Bear—To *bear down upon* (=to make a rush at) an enemy To *bear down* (=to crush) an enemy To *bear off* (=keep clear of)

a blow To *bear out* (=confirm) a statement To *bear one out* (=support to the last) in a matter To *bear up* (=not to lose heart) under affliction To *bear upon* (=have influence on) one's judgment To *bear with* (=not to resent) an insult

Beat—To *beat about* (=try to find) a thing To *beat about the bush* (=to try to find a thing without a clue to it, hence not to know what to make of the object of one's inquiry) To *beat the bushes* (=have no means untried) To *beat the air* (=to use vain efforts) To *beat down* (=cheapen) the price of a thing To *beat down* an opposition (=crush) To *beat into* something, into some one (=instil by repeated instruction) To *beat off* (=repel) an enemy To *beat up* in enemy's quarters (=attack suddenly)

Become—What *became of* it (=What was the end of it) ?

Bid—The scheme *bids fair* to succeed (=has a good prospect of success) To *bid for* (=negotiate for the purchase of) a thing

Blow—The storm has *blown over* (=passed away) The magazine, *blew up* (=was scattered by the explosion of gun-powder) To *blow out* a candle (=extinguish) To *blow hot and cold* (=to appear both to favour and to oppose)

Boot—To *boot*=in addition

Break—He *broke down* almost at the outset (=failed, went ill) To *break the ice*=to *break ground*=to *break the neck of the business*=to make a beginning A horse well *broken in* (=trained) To *break in* a door (=to force in) To *break in upon* a person (=to come upon him unexpectedly) To *break forth into singing*=(to give vent to one's feeling in a song) To *break a jest* (=to utter) To *break loose* from a place (=to escape) To *break off* a habit (=to leave off) A fire *broke out* (=appeared suddenly) The company *broke up* (=dispersed) To *break with* a person (=quarrel) To *break the heart* (=overwhelm with grief)

Bring—To *bring forth* fruit (=bear) To *bring* a matter forward (=to set it before one) To *bring in* an income (=yield) To *bring off* a prisoner (=get him acquitted) To *bring out* a reply (=elicit, draw out) To *bring* one over to an opinion (=to convert) To *bring up* a child (=to educate) To *bring* a crime to light (=detect)

Brood—To *brood over* one's misfortunes (=think always of)

C

Call—To *call back* one's words (=to retract) To *call for* punishment (=demand) To *call forth* one's energies (=bring into play) To *call on* subscriptions (=collect) To *call off* the attention (=divert) To *call in* a person =to give him a call =to call at his house =to make a call =to visit To *call out* the militia (=to summon into service) To *call over* a roll of names (=recite) To *call names*=to call by reproachful names To *call up* a face (=call to mind =bring into recollection) I feel *call upon* to speak out (=it behoves me) I *call upon* you to do this (=charge)

Carry—To be *carried off* by sickness (=killed) To *carry on* a trade (=prosecute) To *carry out* a work (=complete) To *carry one through* a difficulty (=to support to the end) How is it that of two men engaged in the same business one man hardly procures a living while the other *carries all before him* (=carries everything=succeeds in what he attempts, overcomes all opposition)? The country could not be divided, and the majority *carried the day* (=won victory, came off victorious)

Cast—To *cast about* for a thing (=to contrive to find) To *cast aside* or *off* a thought (=dismiss) The ship was *cast away* (=wrecked) To *cast away* money (=waste) To be *cast away* (=abandoned) To be *cast down* (dejected) To be *cast out* (=expelled) To *cast up* an account (=sum up) To *cast up* food (=omit) To *cast something in the teeth* of a person (=upbraid him with it)

Catch—To *catch the eye*=to meet the eye=to *strike the eye*=to *come in sight* The thief was *caught red handed*=He was detected while in the act of committing the theft. A *catching* disease (=infectious) To *catch* an opportunity (=to make an attempt to seize it)

Chalk—To *chalk out* a plan (=draw out),

Clear—To *clear* a hedge (=leap over) To *clear* two hundred pounds a year (=to make a clear or net profit of) Intruders as they were, they were all *cleared out* (=turned out) That obnoxious tenant must *clear out* (=quit the premises)

Close—To *close* a bargain (=complete) To *close with* a proposal (=agree to) To *close with* a combatant (=grapple with)

Come—To *come by* an estate (=acquire) To *come home* to one's feelings (=affect) To *come in for* a share (=to appear and claim) The meeting *came off* on such a day (=took place) The secret shall *come out* (=be divulged) Some one will *come out with* the secret (=divulge) The patient has *come round* (=rallied, recovered) Matters have *come round* (=righted themselves) To *come short of* a standard (=fail to satisfy) It will *come up to* a large sum (=amount to) To *come up with* one who has gone ahead (=overtake) To *come upon* an enemy (=attack)

Cry—To *cry down* a system (=disparage) To *cry for* a boon (=long for) To *cry out against* a measure (=complain of) To *cry to* a person (=beseech) To *cry up* one's abilities (=extol)

Cut—A *cut-and-dried* scheme (=ready made, concocted) To *cut down* expenses (=reduce) To *cut short* an essay (=abridge, finish abruptly) To *cut up* a book (=criticise severely) To be *cut up* (=hurt, mortified) To *cut* a person (=drop intercourse with) To *cut the teeth* (=put forth) To *cut* a figure (=rise to distinction)

D

Dash—To *dash off* an essay (=execute rapidly) To *dash, on* to an attack (=rush) To *dash out* a word (=strike out)

Do—Done into modern English (= translated into) *Done over* with resin (= coated) He is *done for* (= ruined) I am *done up* (= over-fatigued) What *have I to do with you* (= what business have I with you)? I know not *what to do with him* (= how to dispose of him) I cannot *do without* it (= get along without) That won't *do* (= answer, succeed) He asked how he *did* (= in what state he was with regard to health) I have *done my best* (= put forth my best efforts) To *do away with* an obstacle (= remove)

Draw—To *draw up* a memorial (= write out in due form) To *draw* a fowl (= extract the bowels of) To *draw on* a person for one's expenses (= ask him to pay) To *draw on a bank*—To draw money from the funds invested in the bank The ship *draws much water*—She is in need of much depth of water for floating A *drawn* game, or a *drawn* battle (= indecisive, equally hotly contested) The troops were *drawn up* (= arranged) in proper military fashion

Drop—To *drop* a controversy (= discontinue) To *drop* a hint (= communicate indirectly) In a moment he *dropped in* (= came unexpectedly) One friend after another *dropping off* (= dying suddenly) *Drop* me a line (= send, by dropping into the post office box)

E

Enter—To *enter upon* a work (= commence) To *enter into* one's feelings (= sympathise with, understand)

F

Fall—To *fall on or upon, or foul of* an enemy (attack) To *fall upon* an expedient (= devise, discover) To *fall under* one's jurisdiction (= be subject to) To *fall under* one's observation (= be the object of) To *fall under* a class (= be included in) They *fell to* raising money (= applied themselves) To *fall to* 'on homely food' (= begin to eat hastily and eagerly) The supply *fell short* (= proved insufficient) He *fell out* with me (= quarrelled) There *fell out* or *in* a quarrel between us (= happened) To *fall off* from God (= withdraw from allegiance to) The magazine is *falling off* (= deteriorating) Its subscribers are *falling off* (= the number is going down) To *fall in with* his opinion (= concur in) To *fall from* an agreement (= depart from) To *fall back upon* a plan (= adopt as the last recourse) The colour is *falling away* (= fading) His countenance *fell* (= looked dejected)

Fill—To *fill in* a sentence (= supply any ellipsis before the last word) To *fill out* a sentence (= supply any ellipsis after the last word)

Fit—To *fit out* a ship (= furnish for a voyage) To *fit up* a house for guests (= furnish it for his reception)

Fly—To *fly at* a victim (= spring forward) To *fly in the face of* danger (= not to mind) The doors *flew open* (= opened suddenly)

or with violence) To *fly out* in a passion (=burst into) To *come off with flying colours* (=be successful)

Fool—To *fool* one out of something (=cheat) To *fool away* something (=spend in folly)

Forget—*forget oneself* (=be guilty of that which is unworthy of one, of something which one would not do if he remembered that he had a dignity to maintain, the act in question being inconsistent with that dignity)

G

Gain—To *gain over* a person (=draw to one's party) To *gain ground* (=advance, prevail) The river *gains* on the land (=encroaches) If one of two runners starts before the other, the latter is said to *gain on* the former as the initial distance between them decreases

Get—I *got quit* of him (=freed myself from the embarrassments caused by) I *got the better* of my adversary (=succeeded in triumphing over) A diligent and intelligent man like him is sure to *go on* well in the world (=succeed) He *got into hot water* (=into trouble, into irritating or annoying circumstances) With perseverance, we can *get over* difficulties which at first seem insuperable (=surmount, overcome) He *got the worst* of it in the engagement (=was thoroughly defeated). To *get over* a difficulty (pass without being obstructed) To *get above* one (=surpass) To *get up* a memorandum (=prepare and bring forth) To *get to* a place, to *get at* a person (=reach) To *get the day* (=gain the victory) To *get out* a secret (=draw forth) The prisoner *got out* (=escaped) from jail To *get in* corn (=collect and keep under cover) To *get into* an office (=insinuate oneself) To *get off* a garment (=take off) To *get off* a ship from shoals (=remove) To *get off* goods (=dispose of) The prisoner *got off* (=escaped punishment) To *get off* a horse (=alight) To *get* a lesson (=learn) To *get on* boots (=draw on) He is *getting on* very well (=progressing) To *get among* a number (=be one) To *get rid* or *quit* of (=disengage oneself from) To *get through* a work (=finish)

Give—To *give up the ghost* (=die) To *give away* property (=make over to another) He *gave in* at last (=yielded to what was demanded) To *give over* a patient (=despair of recovery) It was *given out* that etc. (=reported) To *give out* steam (=emit) To *give up* an argument (=yield as hopeless) To *give up* a fortress (=surrender) To *give up* a territory (=cede) He *gave himself up* (=took for lost) Some songs *to which we have given the go by* (=which we have passed without notice) *Give him the slip* (=escape from his hands or presence) To *give oneself up* to God (=devote) To *give way* to a superior (=withdraw in favour of) *Give the lie to* (=accuse plainly of falsehood)

Go—They never *go about* to hide their vices (endeavour) *It*

will go hard with him if he fail (=he will be put to serious trouble) The light will *go out* (=be extinguished) Let it not *go out to the world* (=become public) To *go over* to a party (=change sides) To *go through* a work (=do thoroughly) To *go under* a name (=be known by) The man *went for* an old man (=was regarded) As the world *goes* (=as its course is) He is *gone* (=ruined) I was *going* to say (=intending) The candle *goes out* (=ceases to burn) I *always went halves with my friend* (=shared equally) Such excuses won't *go down* in a court of law (=be accepted) We *went head over heels* into the matter (=in a hasty and inconsiderate manner) There is but one law in the world—the weakest *goes to the wall* (=is pushed out by the strong and suffers from hardships) He is *dead and gone* these fourteen years (=dead for a long time)

H

Hang—A work *hangs fire* (=proceeds very slowly) To *hang* on a decision (=depend) The story *does not hang together* (=is not self-consistent) A *hanger* on a person,—who *hangs on* a person (=who adheres to his society longer than wanted) Evils *hanging over* (=impending evils) Time *hangs heavily on his hands*—i. e., there is nothing of interest to occupy it

Hold—To *hold one's own*, maintain one's ground To *hold forth* (=harangue) To *hold out* (=not give way) To *hold on* (=continue) To *hold in* (=restrain oneself) To *hold over* (=remain in possession beyond the regular term) To *hold to* an opinion (=adhere) *Hold true*—regard as true The praise he got made him *hold his head high* (=have the appearance of a proud man) *Hold yourself in readiness* to ring the bell when I give the signal (=be ready) They were weeping bitterly, but when the goodman spoke words of comfort they held their peace (=were silent, did not speak) His contention will hardly *hold water* (=bear examination without being found to be wrong)

K

Keep—To *keep a thing back* from one (=withhold) To *keep from* doing a thing (=abstain) To *keep on* doing a thing (=continue) To *keep to* one's word (=not to deviate from) To *keep up* (=not to go to bed) To *keep up* one's credit (=maintain) To *keep one down* (=hinder one from rising) To *keep good* or *bad hours* (=be habitually early or late in returning home or in returning to bed at night)

Kick—To *kick the beam* (=be found wanting in weight—because the lighter arm of a loaded balance flies up and strikes the beam) To *kick the bucket*—die, refers to the ancient method of execution by hanging, when a bucket was kicked from underneath the culprit, and left him suspended It is nonsense to say, 'He kicked his bucket'

Knock—*Knocked up*—fatigued *Knocked down*—(1) struck down, (2) assigned to a bidder at an auction (by a knock) The scheme was *knocked in* or *on the head* (=frustrated) To *knock off* (=complete) A *knock down argument* (=an argument which cannot be answered)

L

Laugh—To *laugh at* an idea (=ridicule) To *laugh it to scorn* (=treat with contempt) To *laugh in one's* or *the sleeve* (=laugh so as not to be observed) To *laugh on the wrong side of the mouth* (=weep, be dejected) He made himself the *laughing-stock* of his hearers (=object of ridicule)

Lay—The winds are *laid* (=allayed, stilled) To be *laid up* (=affected with illness so as to have to keep one's bed) To *lay up, lay in, lay by* (=store) *Lay up* money in books (=expend) To *lay out* a garden (=plan) To *lay open* (=disclose) *Lay on* Macduff (=strike) *Lay down* a principle (=assert). *Lay down* an office (=resign) To *lay hold* or *on* (=seize) To *lay siege* to (=besiege) *Lay one under* obligation (=subject to) *Lay wait for*—*lie in wait for* (=lie in ambush for) If ye will not *lay it to heart* (=be impressed with, feel deeply),

Lead—To be in *leading strings* (=under the control of another like children just learning to walk who are held up by strings). To *lead the way* (=act as guide) Those who offer to lead the way should take care not to *lead astray* (=guide in a wrong way) To *lead captive* (=carry into captivity) To *lead a quiet life* (=pass) One thing is said to *lead, lead off, or lead out* another when it introduces that other by going first

Leave—To *leave no stone unturned* (=leave no means untried) 'This may be traced to a response of the Delphic Oracle, given to Polycrates as the best means of finding a treasure buried by Xerxes general Mardonius, on the field of Platea. The Oracle replied *turn every stone*' To *leave out* (=omit) To *leave a man to himself* = permit him to follow his own opinions or desires

Let—*Let it be—let it pass, let it above*—let it go = keep one's self from doing anything in connection with it. To *let down, to let fall* (=lower)

To *let fall, to let out, to let the cat out of the bag* (=disclose a secret) When one is betrayed into *letting out* a secret in an unguarded moment, he is said to *let it fall* 'It was formerly a secret among countryfolk to substitute a cat for a sucking-pig, and bring it in a bag to market. If any green horn chose to buy a pig in a poke without examination, all very well but if he opened the sack, "he let the cat out of the bag," and the trick was disclosed. To *let out* a room (=lease) To *let one in* (=admit) To *let one off* (=exempt from obligation, forgive an offence) To *let off* a gun, an arrow etc.—to *let it fly* (=discharge)

Lie—That which *lies in the way* is an obstacle A subject

is said to *lie over*, when the consideration of it is deferred To *lie* in one (=be in one's power) To *lie on* or *with one* (=be one's duty) We *lie by* during the heat of the day (=rest) To *lie at* or *on* the catch (=lie in wait or lay a trap to catch one up)

Light—To *light on* a passage (=happen to find) To *light up*=cheer animate

Live—To *live by* labor (acquire livelihood) To *live on* flesh (=feed) To *live down* a vice (=live so as to subdue)

Look—To *look up* or *out* a thing (=search for and find) To *look* a difficulty *in the face* (=meet with boldness) To *look after* or *to* one's children (=take care of) To *look after* or *for* the arrival of a ship (=expect) To *look after* or *for* lost money (=seek) To *look into* the conduct of another (=inspect closely) To *look on* a person as one's superior (=regard) There are men who would simply *look on*, as those who had no interest in the affair (=be mere spectators) They are called *lookers on* To *look over* accounts (=examine item by item) On looking over accounts you should not *overlook* a single item (=pass over) To *look about* one (=be on the watch) She *looked daggers* at him (=looked with an angry, fierce, reproachful look) *Look sharp* now and finish the work speedily (=watch keenly, make haste) To *look out* or *oe on the look out, for* the enemy (=be on the watch for) To *look through* a thing (=understand perfectly) To *look down* on a person (despise) To *look up* to a person (=respect)

Lose—To *lose oneself* (=be bewildered) A person *lost* in a crowd (=not visible)

M

Make—We *made* the distance in one day (=travelled over) He will *make* a good teacher (=serve as) *Make* the Libyan shores (=approach; reach) *Make amends* (=give compensation) *Make free with*—treat without ceremony *Make merry*—be jovial *Make much of* (=consider of great value) It *makes no difference* (=is a matter of indifference) I know not *what to make of* the news (=how to view, & accept as true, or reject as false) I can *make* very little of the passage (=understand) I can *make* very little of his evidence (=produce from, in support of my position) *Make out* the meaning (=discover) *Make out* a case (=prove) *Make over* an estate (=transfer) They have *made up* or *made it up* (=become reconciled) He has *made up with* me (=settled differences with) *Make up* a difference (=reconcile) I am determined to *make an example of* the very first person who trespasses on my grounds (=punish, as a warning to others) The children *made short work of* the biscuits and cakes (=soon finished) *Make no account of*—treat with indifference You have a great many parcels *make sure* that you do not drop any (=make certain, secure against failure) He will never *make a name for himself* as an engineer (=acquire fame or distinction) To *make a*

long story short, the company broke up, and returned to the more important concerns of election (=to say in a few words instead of going into details) *Make up* one's mind (=bring to a definite conclusion) *Make up* a loss (=compensate) *Make up* accounts (=arrange for settlement) *Make up* of (=composed) *Make up* a sum (=supply what is wanting in) *Make for*=tend to favour *Make against*=tend to injure *Make bold*=venture. *Make away*=advance. *Make off*=escape *Make at*=proceed towards (as an enemy) *Make up to*=approach *Make—believe*=pretend. *Make-peace*=peace-maker *Make shift*=plea

Measure—Measure sword=compete.

Mind—Never mind=it is of no consequence. Will you *mind* waiting a while (=regard it as a thing of consequence)?

Muster—Muster up=gather up (with some effort) *Pass muster*=Pass without censure (through an inspection)

N

Nail—I have *nailed* it (=secured to myself) *Nail* an assertion (=prove the falseness of it, so as to stop its currency)

Nip—Nip in the bud (=destroy at the very commencement of growth)

P

Pack—Pack a jury (=select persons for a jury, who may favour a party)

Paddle—Paddle your own canoe=mind your own business

Palm—You may *palms* upon us new for old (=impose by fraud)

Pass—Pass by=pass near and beyond *Pass by* a crime (=not to censure or punish) *Pass by* an important passage (=neglect to notice) *Pass on*=proceed *Pass over*=move from side to side. *Pass over* one charge without a reply (=omit to deal with) *Pass into*=unite and blend as two substances or colours in such a manner that it is impossible to tell where one ends and the other begins

Pay—Pay for a mistake (=make amends for) *Pay off* the crew of a ship (=make compensation to and discharge)

Pick—Pick a quarrel (=seek industriously) *Pick out the best men* (=select) It is the habit of many amongst us *to pick holes in others' coat*, instead of even trying to discover our own defects (=to seek out faults in others or in their conduct) *Picking* and *sterling* (=pilfering) *Pick up*=gather *Pick* the pocket (=steal the contents of, by taking them out with the fingers or hands) *Pick* a lock (=open by a pointed instrument) *Pick* wool (=separate or pull asunder) *Pick* a bone (=clean by the teeth, fingers etc)

Play—Play the tricks (=display, put in exercise) *Play on or upon* (=deceive) *Play upon* a word (=give a fanciful turn to) *He played me false* (=deceived me) A person *plays into the hands* of another when he allows the latter to have the advantage over him *He played off* a fraud upon me (=artfully practised) *He*

played upon his fears = He imposed upon him by taking advantage of his fears in regard to any particular matter

Pocket—*Pocket* an insult or affront (= receive it without resenting it or at least without seeking redress)

Pore—*Pore on* = read or examine with steady perseverance

Preach—*Preach up* a thing = discourse in favour of it

Put—*Put up with an injury* (= suffer without resentment)
Put up with bad fare (= take without opposition) *Put one up to* a thing (= instigate) *He put me to it* (= indefinite use of it = He pressed me hard in regard to any given matter) *To put the cart before the horse* = To begin doing a thing at the wrong end to attempt to do things without providing for what is necessary first
 I was greatly *put out* at his bad conduct (= provoked, annoyed)
 I was hard *put to it* for money (= greatly in difficulty) Let me *put off* this work till to-morrow (= postpone doing) He is not the man to *put up with* such bad manners in a son (= tolerate) My friend *put up* at the hotel for the night (= took up lodgings) He must have been *put up to* playing this trick (= instigated, incited)
 A blast of wind suddenly coming into the room *put out* the light (= blew out, extinguished) The cry of wolves behind *put my horse on his mettle* (= placed him in trying circumstances, roused him to do his best) This picture *put that into the shade* (= rendered less noticeable or attractive) *Put the best construction on a thing* = view anything especially any one's conduct, in the most favourable light When found out in an error, one *puts as good a face on it as possible* (= makes the best of it) *Put one out* by insult (= provoke) *Put one out* in speaking (= confuse) *Put to the sword* (= kill with the sword) *Put on* (= invest one's self with) *Put in* a word (= introduce) *Put in* for a share (= offer a claim)

Q

Quit—*Quit scores* = make even, clear mutually from demands

R

Reckon—*Reckon for* = be answerable for *Reckon on* or *upon* = depend upon *Reckon with* = settle accounts with

Render—*Render back* = return

Rest—It *rests* with him (= depends upon)

Root—*Take root* = become fixed

Room—*Give room* or *make room for* = withdraw in favour of

Run—*The enemy kept up a running fire* (= a constant fire of cannon) It rained for three days *running* (successive) You are always for *running him down* (= censuring, decying) A *running fight* = A battle in which one party flees and the other pursues, but the party fleeing keeps up the contest He *ran through* his splendid fortune (= extravagantly spent, squandered away) *To run amuck* = To rush through the streets frantically attacking all

that come in the way This lease will *run out* in the course of a few days = The period of time covered by the lease will expire etc. The bill has a week to *run* = It will stop running at the end of the week To *run up* a bill = To increase it by quick additions of money borrowed *Run or take a risk* = incur hazard *Run up* = grow *Run through* or *run out* an estate (= waste) The lease *runs out* in March (= expires) *Run riot* = go to excess *Run to seed* (= deteriorate) The cup *runs over* (= overflows) *Run over* an account (= examine cursorily) *Run over* a child (= ride or drive over) *Run on* = continue *Run down* = crush *Running fire* (= constant) They *ran* a great *risk* of falling into the hands of the enemy (= incurred danger)

S

Screw—*Screw out*—extort

See—*See to* or *about* a thing—pay attention to, consider

Serve—*Serve one out*—retaliate upon *Serve the time*—regulate one's actions by the requirements of the time instead of by one's duty

Set—*Set up* a school (= found) *Set up* a new doctrine (= advance) *Set a man up* (= rouse from depression) *Set up* for morality without regard to religion (= make pretensions profess openly) *Set out* for a place—begin a journey *Set about* a thing (= begin) *Set down* a rule (= enter in writing, establish) *Set down* a disputant (= rebuke, reprehend) *Set in*—begin *To set people by the ears*—To stir up ill-will among them The story *set the table in a roar*—It occasioned loud laughter among the guests at table He *set his dog upon me*—He cruised it to attack me. He wishes to *set up* his son in trade (= to enable to begin a business) He *set up* for an astrologer (= gave himself out to be professed to be) I *set my face against* the project of my friends (= opposed in a violent manner) *To set store by* a thing—to prize it highly A conspiracy was *set on foot* for the massacre of the Danes (= set a going, set in motion) *Set at defiance*—defy *Set at naught*—undervalue *Set at ease*—tranquillise *Set off* one man's services against another's (= place against as an equivalent) *Set off* a character (= give a flattering description of) *Set off* the waist faces with the best airs (= adorn)

Sheathe—*Sheathe the sword*—make peace.

Shift—*Shift off* a duty (= put away disencumber oneself of)

Smell—*Smell of the shop*—indicate too distinctively one's occupation or profession

Show—*Show forth*—manifest

Show off—exhibit in an ostentatious manner *Show up*—expose

Shut—*Shut in*—inclose *Shut off* or *out*—exclude. *Shut up* a prisoner (= confine) *Shut up* an opponent (= cause to become silent by authority, argument or force) You can easily *shut his*

mouth if you remind him of his former bad conduct (=put him to silence, put him to shame)

Sit—Sit for a portrait—give an artist an opportunity to make a portrait of one's self The coat *sits* well (=fits)

Split—Split on a rock—fail, err fatally

Speak—The fact *speaks for itself*—needs no explanation

Stab—Stab at—offer or threaten to stab

Stand—Stand against—oppose *Stand by* one's friend—support *Stand by* a game (=be a spectator) *Stand for a post* (=offer oneself as a candidate for) *Stand for* a person (=be the representative of) The coat *stands him in* twenty dollars (=costs) *Stand to* one's word (=abide by) *Stand together* (=be consistent, agree) *Stand up for* the administration (=defend, justify) *Stand one's ground*—maintain one's position

Stare—Stare one in the face—be before the eyes, or undeniably evident

Steal—Steal a march—gain an advantage unobserved.

Strike—Strike off a thousand copies of a book (=print) *Strike out* a new plan (=devise) *Strike up* a tune (=begin to sing or play) *Strike in with*—suit itself to

T.

Take—He took it into his head that he could conquer a kingdom, if he only chose (=arbitrarily or fancifully conceived the idea) He was severely *taken to task* by his master (=censured) They are *too wide awake* (too much on the alert) to be *taken in* (=deceived) He *took my remark to heart*—He was offended at my remarks The secret *took on* (=became known)

Take advantage of—make use of a favourable state of things to the prejudice of *Take after* a good pattern (=learn to follow, imitate) *Taken in*—deceived *Take part with*—join with *Take the field*—commence the operations of a campaign *Take up* a thief—arrest *Take up* a cause—espouse *Take up arms*—begin war He *took it ill or amiss* that you would not help him in the matter (=was offended at it) Not a single man among them had either authority to command, or obligation to *take the initiative* (=take the lead, take the first step) Erica was not one of those people who *take life easily* (=go through life without troubling themselves very much about anything and without doing very hard work) "When our own countrymen wish in this country to keep alive the memory of some friend who has distinguished himself, they might *take a leaf out of the book* of our native friends" (=imitate the example of) He offered me a thousand pounds and I *took him at his word* (=treated his language as if it expressed his real sentiments and acted accordingly, i.e. accepted the money) *Take no denial*—be very urgent, insist on a thing "These are important advantages in his favour which he usually does not *take into account* (=give due weight to,

allow) *Take to books* (=become attached to) *Take up with plain fare* (=be contented to receive)

Tell—*Tell off*=count. Every shot *tells* (=takes effect) A *tell-tale*=One who officiously communicates information about the private concerns of individuals A *telling* oration (=effective) Hard study is sure to *tell upon* a man's health (=produce an injurious effect on) An ugly rumour relating to him *told against* his reputation (=went against, injured)

Think—*Think much or well of*=hold in esteem

Throw—*Throw away* money (=spend in vain) The bill was *thrown out* (=rejected) *Throw out* a point (=give utterance to) *Throw up* an appointment (=resign) *Throw up* food (=discharge from the stomach) *Throw to the winds* (=entirely discard) He had *thrown dust in the eyes of the jury* (=deceived, misled) At Trieste two churches which once stood wholly distinct were *thrown into one* (=made one whole)

Tone—*Tone down*=soften

Touch—*Touch up*=improve by slight touches or emendations *Touch at* a station=come or go to, without tarrying

Tread—*Tread upon the heels of*=follow close upon

Trump—*Trump up* a charge=fabricate

Turn—*Turn the enemy's flank*=pass round and take a position behind it, or upon the side of it *Turn the back*=retreat *Turn the edge of*=make dull *To turn an honest penny*=To earn a small sum of money He has *turned* the corner (=gone round the corner of the street) Flattery has *turned his head* (=made him giddy or insane, made him entertain a very superior opinion of himself as compared with others) *To turn the tables*=To change the condition or fortune of the contending parties "The girls have only to *turn the tables* and say of their own sex—She is *an* as a man" The scheme *turned out* a failure (=proved to be) He *turned a deaf ear* to my complaints (=paid no heed) The man is *turned of* 25 (=advanced beyond the age of 25) He has *turned over a new leaf*=He has completely changed his course of action (and the change is for the better) He scruples not to *turn his coat* to serve his interests (=to go to the opposite party, to change sides) He can *turn* his hand to anything=He is capable of doing any work that comes to his hand Everything *turned upon* his successfully passing the examination (=depended) The *turning point* in a course of events is that at which there begins a decided change. *Turn the stomach of*=nauseate *Turn to*=have recourse to *Turn to profit*=make profitable. *Turn upon*=retort. *Turn in*=enter for lodgings *Turn on water*=allow water to flow through a pipe by turning the cock which previously obstructed its course. *Turn the scales*=give preponderance give superiority or success She *turned her back on* her sister (=abandoned, treated with contempt) The coming of Blucher in the evening at Waterloo, *turned the day against* Napoleon (=reversed

superiority or success) The fall of the king from his horse in the battle-field *turned the fortunes of the day* (= reversed success) Never *turn aside* from the path of virtue (= go aside) He has been reduced almost to beggary, and yet he *turns up his nose at* the suggestion that he should take to some employment (= treats with contemptuous dislike or disgust)

W

Wait—*Wait on or upon*—attend as a servant.

Weather—*Weather out* a storm (encounter successfully, though with difficulty)

Wield—*Wield the sceptre*—govern with supreme command

Wind—*Wind up* one's affairs (= bring to conclusion or settlement)

Work—*Work off impurities* (= remove gradually) *Work out*—effect by labour *Work up* the passions to rage (= raise or excite) *Work up* all the stocks (= expend in any work) *Go to work*—begin labouring

Write—*Written in sand*—temporary, fleeting *Written in water*—absolutely unreliable

CHAPTER XII

IDIOMATIC USES OF VERBS WITH PREPOSITIONS EXPLAINED AND ILLUSTRATED *—*contd*

401

Make (1885)

The loss has been *made up* (= compensated) The quarrel has been *made up* (= composed) He *made up to* me (= approached) He *made at* his enemy and killed him (= attacked) The property was *made over* to Mr S (= transferred) He *made away with* the prince during the night (= killed, destroyed) I could not *make out* the meaning of it (= discover)

Play (1885)

He *played off* his trick skilfully (= displayed) He *played at* cards It is dangerous to *play with* our health (= trifle with) He *played his part out* admirably (= acted to the end)

Fall (1885).

The event *fell out* (= happened) as was foretold The friends

* This chapter wholly treats of questions taken from the Calcutta University Papers

fell out with one another (=quarrelled) My views *fall in with* yours (=are in harmony with, are the same as) While walking along the road, we *fell in with* a number of soldiers (=accidentally met) India has *fallen away* from her former condition of glory and prosperity (=considerably declined) The robber *fell upon* me (=attacked)

Hold (1885)

The garrison *held out* to the last (=did not surrender itself to its enemies, continued offering resistance) He could not *hold out* in his business (=long continue)

Starve (1883)

The garrison was *starved out* (=forced to surrender owing to its being steadily starved by the cutting off of supplies of provisions) The enemy was *starved into a retreat* (=so starved, as to cause them to retreat)

Look (1874)

Don't *look at* the sun with naked eyes (=observe) I *looked* for better conduct at his hands (=expected) Death alone was *looked for* at such hands (=expected from such men) I *look for* important news by the next mail from England (=expect, wait for patiently) I *look on* you as my patron (=regard) To *look up* to a person is to respect him, to regard him with admiration To *look down upon* a person (=to despise him) Fathers *look after* their children (=take care of) I am *on the look out* for some employment (=on the watch for)

Fly (1874)

The mad dog *flew at* the man's throat (=rushed upon suddenly) On a sudden, *flew open* the gates (=became open suddenly, or with violence)

Break (1874)

He *broke in* the door = He forced it open He *broke through* his engagement (=failed to keep) The prisoner *broke loose* from the jail (=freed himself by violence)

Compare the following —Rip's wife *broke in upon* the tranquillity of the place where Rip and his friends were quietly settled together (=interrupted the tranquillity of the place by suddenly and violently entering the place) I cannot *break with* my friend Hari for merely your sake (=part friendship with Hari)

Break. Give (1873)

He *broke down* in the midst of his speech (=failed to go on) The school *breaks up* at 4 P M (=closes) The school has *broken*

up for the holidays (=closed for) He *gave up* all hopes of my recovery (=abandoned) He was compelled *to give in* when his neighbours all united themselves against him (=yield)

Give Knock (1876)

The roof *gave way* (=fell down) Her feelings *gave way* and she burst into tears (=could not be checked) It is not *given out* who will succeed our present Lieutenant-Governor (=made public) I *knocked* my friend *up* at 5 A M (=waked him from sleep) I felt quite *knocked up* after the whole day's work (=exhausted)

Call (1880)

He *called upon* me yesterday (=paid a brief visit to me) He was *called upon* to give evidence before a court of law (=authoritatively required) Such an outrageous conduct surely *calls for* punishment (=demands punishment as a matter of justice) The Lieutenant-Governor has *called for* the papers of this case (=demanded that they should be submitted)

Take (1880)

He *took upon* himself the whole responsibility of looking after my children (=undertook) The pleader *took up* the case of his client for nothing (=agreed to conduct the case) My time is already wholly *taken up* by my own work, so I do not see how I can find time to do yours (=occupied or engrossed)

Put (1879)

Unless you *put forth* all your energies, success in your case is doubtful (=exert) These doctrines are to be found *put forth* in Dr Paley's book (=pronounced) To *put forth* a riddle (=propound) I think the arguments he has *put forward* in support of his view are not sufficiently weighty (=advanced, urged) He was easily *put upon* (=deceived)

CHAPTER XIII.

IDIOMATIC USES OF NOUNS EXPLAINED AND ILLUSTRATED

402

A.

Air—The conspiracy *took air* (=took wind—got wind—became public) To *take the air*—to walk or ride out

Anchor—The ship is *at anchor* (=at rest) To *cast anchor*—to let go an anchor to keep a ship at rest To *weigh anchor* = to raise the anchor that the ship may sail

Apple—*Apple of the eye*—pupil of the eye. Keep me as the *apple of the eye* (=dear as the pupil of the eye) *Apple of discord*—ground of quarrel

Arm—All nature *raises in arms* against a murderer (=prepares for war)

Average—*On an average*, he studies eight hours a day (taking the mean)

B

Bargain—Besides the accomplishments of being witty and ill natured, a man is vicious *into the bargain* (=over and above)

Battle—A *drawn battle*—a battle in which neither party wins A *pitched battle* is distinguished from a skirmish He *gave them battle* (=attacked them)

Bay—To *keep an evil at bay*—no chance of *escape* being left, to strive by incessant efforts, to *ward it off* as long as possible

Blow—To lose *at a blow* (=at one stroke)

Blood—To do a thing *in cold blood* (=deliberately)

Board—To *throw or cast overboard* = To set aside

Bone—A *bone* (=a subject) of contention

Book—To *be in one's good books* = to be in favour with one

Breast—The prisoner *makes a clean breast of it* (=makes full confession)

Breath—*In the same breath* = at the same time.

Butt—The *butt* of a company is the person *at whom ridicule is directed*

C

Case—*In case* = if it should happen

Cast—*The last cast* = the *last effort* on which every thing is ventured

Cut—An unkind *cut* (=remark) The *cut* of a garment (=shape, fashion) A *cut short* or a *short cut*—a cross route which shortens the way

D

Dash—To receive a *dash* (=check) Red with a *dash* of purple (=admixture) Remarkable for *dash* (=capacity for bold movements)

Dead—The *dead* of night (=the quietest part, midnight)

Death—To be *at death's door*—at the point of death To be *the death of* (=the cause of death to)

F

Face—After cheating me of my money, how could he have the *face* to ask a favour of me (=impudence, confident shamelessness) The general resolutely marched on *in the face of* terrible dangers (=notwithstanding and in opposition to) He *made faces* at me—He purposely distorted his countenance to shew his contempt for me. To *put a good face upon* a misfortune—To bear it with becoming dignity and patience.

Fall—The *fall* of man (=lapse from innocence)

Fits—He does it *by fits and starts* (=impulsively and irregularly)

Fool—To *make a fool of* a person (=cause to act foolishly)
To *play the fool* (=behave like a fool in sport)

Foot—To *set a subscription on foot* (=open) A subscription *is on foot* (=has been opened) Horse and *foot* (=foot soldiers, the foot)

Force—The evil is still *in force* (=has not been revoked) A will is *of force* only after the testator is dead (=takes effect) A *forced smile* (=produced by effort)

Forelock—To *take time by the forelock*—"Time," says Swift, is painted with a lock before and bald behind, signifying thereby that we must take time by the *forelock* for when it is once past there is no recalling it" Cf "Time past never returns"

G

Grain—A *grain* of sense (=particle) A robe of darkest *grain* (=red Syrian purple) To *go against the grain* of—To be repugnant to *Against the grain*—reluctantly

H

Hair—To *split hair* (=draw nice but useless distinctions)
To *a hair*—precisely *Not worth a hair*—of no value. A *hair-breadth escape* (=very narrow)

Hand—Admitted *on all hands* (=by all parties) The time is *at hand* (=near) Thus *hand in hand* in life we will go (=together) Of two spinning companies, one is richer and better managed than the other and therefore *gets the upper hand* (=gets the ascendancy) To have the *upper hand* (=ascendancy) It is a question whether the *hands of the government may not yet be forced* (=the Government may not be compelled to disclose what it is aiming at) He is able to *turn his hand to* anything (=engage in) A *hand to hand* fight (=close) As if the world and they were *hand and glove* (=intimate) *Open handed*=full-handed, liberal *Made to one's hand*—ready-made To speak *off hand* (=without preparation) To *be off one's hand* (=pass out of one's control) I *have my hands full* (=have in hand as much as, though not more than, I can do) I therefore cannot *take more in hand* (=undertake) A document is said to be *in the hands* of one who has possession of it, *in hand* of one who was employed to write it, *under the hand* of one whose signature it bears When I say, I have a certain work *in hand*, I mean not only that I have undertaken it but also that I have commenced it and it is progressing *On hand* would imply "I have undertaken it but I have not yet been able to apply myself to it" A ceremony *in hand* (=for which preparations are being made) Goods *on hand* (=in store) To live *from hand to mouth* (=without provision for the future) To *come to hand* (=be received) To *change hands* (=pass from one

owner to another) *To give a handle* for severe criticism (=furnish an occasion) *Clean hands*—Freedom from guilt.

Head—To be *over-head and ears* in debt (=overwhelmed with) Matters have been slowly coming to a *head* (=culminating point, crisis) He *made head against* a whole host of enemies (=resisted with success) The noble guest sat at the *head of the table* (=the seat of honour reserved for the most distinguished guests) I could *make neither head nor tail of the matter*—I could not understand at all or any part of the matter The Colonel seemed to *lose his head* (=lose calmness of mind) Get the boil lanced when it *comes to a head* (=matures is ready to burst forth)

Heart—*At heart* a good man (=really, whatever the appearance might be) *To set the heart upon* a work (=be very fond of) To know *by heart* (=thoroughly) To take *heart* (=courage) To *take to heart* (=grieve over)

Hold—To have no *hold* on one (authority, claim)

Hobson's choice=no alternative. "Tobias Hobson was the first man in England that let out hackney horses When a man came for a horse, he was led into the stable, where there was a great choice, but he obliged him to take the horse which stood next to the stable door, so that every customer was alike well served according to his chance, from whence it became a proverb, when what ought to be your election was forced upon you, to say "Hobson's choice." *Steele*

Horn—To *raise the horn* (=exalt oneself) To *draw in the horns* (=restrain one's pride)

Home—The prisoner protested that he was innocent but the charge was *brought home* to him (=proved against) To be *at home* on a subject (=conversant with)

Hook—*By hook or by crook*=one way or another 'It is alleged, in explanation of this term, that there were two judges in the reign of Charles I, named Hook and Crook, and as suitors had the option of getting decisions from either, there was always a double chance of obtaining justice The use of the term by Spencer sets aside this theory, and it is more probable that the origin consists in litigants having the option of civil law (*hook*) and ecclesiastical law (*crook*)' *On one's own hook*=on one's own account

I

Inch—*By inches, inch by inch*=by slow degrees

Ides—*Ides of March* The Romans applied the term 'Ides' to the 13th of each month except those of March (their first month), May, July, and October, when the 15th was selected

J

Jack—*Jack of all trades*=a person who can turn his hand to any kind of business

L

Lamp—To *smell the lamp* said of a literary work when *laboured*, as if bearing marks of having been executed by lamp-light

Lie—To *give the lie* to one's words (=charge with falsehood)

Light—To *bring to light*=expose to view To *come to light* (=be exposed to view) To *see the light* (=become public) To *throw light on* (=illustrate) The *lights* of the age (=worthies) The *lights of the countenance* (=smiles, favour) To *stand in one's own light*=to be the means of preventing one's good

M.

Maiden—*Maiden assize* (=in which there is no person to be brought to trial) *Maiden fortress* (=never taken) *Maiden hand* (=innocent) *Maiden speech* (=the first made by a new member in a public body) *Maiden sword* (=unused) *Maiden tree* (=never cropped)

Man—*Man of straw*=who has no character or influence *Man of war*=a first class ship of war *I am my own man*=I am not subject to any body's command When I became a *man* (=a grown up male, as distinguished from a boy) I dare do all that may become a *man* (=one possessing in a high degree the distinctive qualities of mankind) He did become his *man* from that day forth (=vassal)

Mare—*Mare's nest*=anything very absurd or ludicrous A person is said to *find a mare's nest*, when he makes what he supposes to be a great discovery, but which turns out to be all moonshine (=show without substance)

Manner—*In a manner*=in a certain measure *Make one's manners*=make a bow

Mark—A man of *mark* (=distinguished pre-eminence). They were *marked out* for punishment (=set apart)

Matter—*Matter of fact*=real occurrence It *matters not*, no *matter*=it is of no importance.

Means—*By all means*=certainly *By no means*=certainly not *By any means*=possibly

Measure—*Take measures*=make preparations

Mercy—*Cry mercy*=beg pardon *Be at the mercy of*=be wholly in the power of

N

Nail—Pay money *on the nail* (=immediately without time of credit) "In the centre of Limerick Exchange is a pillar with a circular plate of copper about three feet in diameter called the nail On this metal desk the earnest of all stock-exchange bargains has to be paid" *Hit the nail on the head* (=hit the exact point)

Name—*In name*=not in reality *In the name of*=on behalf of or by the authority of

Nature—*In a state of nature*—naked as when born, unclothed

Neck—*On the neck of* another (=immediately after) *Stiff neck*—obstinacy in wrong doing *Harden the neck*—be more and more rebellious *Neck or nothing*—desperate. *Neck and crop*—entirely, (the crop being the gorge of a bird) I bundled him *neck and heels*=wholly

Nick—*In the nick of time*=just at the right moment

Nose—*Lead by the nose*=(1) lead blindly (2) exact unreasoning and implicit obedience from *Thrust one's nose into*=meddle officiously in

Nutshell—*Be or lie in a nutshell*=admit of very brief or simple determination or statement

O

Oat—*He has sown his wild oats*=He has left his gay habits and become steady

Occasion—*On occasion*=when necessary

Odds—*It is odds* that etc.=it is probable that etc. On which side the *odds* lie=which side has the advantage? When the odds lie on the opposite side the *odds* are *against* us and we have to contend against odds At *odd times* (=fragmentary left over after the regular occupations have been gone through or provided for) *Odds and ends* of time (=fragments, refuse)

Odour—*To be in bad odour*=to be out of favour

Oil—*To burn the midnight oil*=to study by artificial light till midnight or till late in the night. *To pour oil on troubled waters*—“Professor Horseford by emptying a vial of oil upon the sea in a stiff breeze, stilled its surface, and Commodore Wilkies of the United States saw the same effect produced in a violent storm off the Cape of Good Hope, by oil leaking from a whale ship”

Ox—*He has an ox on his tongue*=He is bribed to silence. (The Athenian coin was stamped with the figure of an ox) *The black ox hath trampled on you*=misfortune or death has come to your house (A black ox was sacrificed to Pluto, the infernal god, as a white one, to Jupiter) *The black ox never trod upon his foot*=he never knew sorrow

Oyster—*No more sense than an oyster*—Oysters have a mouth but no head

P

P's and Q's—Mind your P's and Q's=be very circumspect in your behaviour ‘In the reign of Louis XIV, when wigs of unwieldy size were worn, and bows were made with great formality, two things were especially required, a step with the feet and a low bend of the body In the latter, the wig would be apt to get deranged and even to fall off The constant caution therefore of the French dancing-master to his pupils was, mind your P's (i.e., pied, feet) and Q's (i.e., queues, wigs)’

Face—*Keep pace*=move as fast as something else.

Palm—*Beat the palm*=be the best Brooches of palm being worn in token of victory, the word has come to signify victory The palm was adopted as an emblem of victory, it is said, because the tree is so elastic, as when pressed to rise and recover its correct position *An itching palm*=a hand ready to receive bribes

Par—Bills of exchange are, *at par* (=sold without discount or premium); *above par* (=at a premium), or *below par* (=at a discount)

Parlance—*In common parlance*=in the usual or vulgar phraseology

Parley—*Beat a parley*=In military language, to beat a drum or sound a trumpet as a signal for holding a conference with the enemy

Part—A man of *parts* (=of more than ordinary talents) Take in *good part* (=favourably) Take in *ill part* (unfavourably) For the *most part*=oftener than otherwise. *In part*=partly

Peace—*Hold the peace*=be silent

Passage—*A bird of passage*=sometimes applied to a man who has no fixed habitation

Piece—He paid the men a dollar *a piece* (=to each) They seemed all of a *piece* (=of the same sort, as if taken from the same whole)

Place—*Take place*=to happen *Take the place*=occupy the place of another. *Have place*=have room or existence *Give place* to your superiors (=make room for) Never *Give place* to the devil (=yield to the influence of)

Pledge—*Put in pledge*=pawn *Hold in pledge*=keep as security

Point—*To the point* (=bearing on the main question or the precise thing to be considered) *Stretch a point*=exceed what is strictly right *To point at*=treat with scorn or contempt by pointing or directing attention to *Stand on points* (=delicacy of behaviour)

Portfolio—*Have or hold the portfolio*=hold the office of minister of foreign affairs

Penny—*Penny wise and pound foolish*=negligent in the case of large sums, but careful to save small sums

Q

Quality—Men of *quality*=those of high rank

Quarter—*Give or show quarter*=refrain from pushing one's advantage to the destruction of an opponent

Queen—*Queen consort*=the wife of a reigning king *Queen dowager*=the widow of a king *Queen mother*=a queen dowager who is also mother of the reigning sovereign

Question—*Point in question* (=in debate, in the course of examination) *Out of the question*=not requiring consideration,

quite impossible. *Out of question, past question or beyond question*
=certainly

R

Rack—*Put to the rack*=To subject to extreme torture.

Reason—*In reason, or in all reason*=in justice' rationally

Rein—*Give the reins*=allow to work [without restraint] *Take the reins*=assume the control

Rid—*Get rid of*=free one's self from

Right—*Set right*=put into good order

Rubicon—*Pass the Rubicon*=take the decisive step When Julius Cæsar undertook the conquest of Italy, the act of crossing the Rubicon, a small river that separated Italy from Cisalpine Gaul, the province allotted to Cæsar, was the first and most significant step of the enterprise

Run—*Common run of men*=the generality of people. Out of the *common run* (=that which ordinarily occurs) *In the long run*=in the final result

S

Sail—*Under sail*=having the sails spread *Strike sail*=lower the sails suddenly

Screw—*Put under the screw*=subject to a severe trial

Sea—*Go to sea*=follow the occupation of a sailor

Set—*Be at a dead set*=be in a fixed state or condition which precludes further progress

Shift—*Make shift*=contrive for the moment

Shop—*Talk shop*=use the phrases peculiar to one's employment.

Side—*Take side*=embrace the opinions of one party when in opposition to another

Sight—*Take sight*=take aim *At or after sight*=on or after present moment

Spade—*Call a spade a spade*=be plain-spoken

Spite—*In spite of*=in defiance of, in opposition to all efforts of *Owe one a spite*=entertain a mean hatred for one.

Spoke—*Put a spoke in one's wheel*=say something of one which is calculated to injure one or prevent one's success

Spot—*Upon the spot*=immediately

Stake—*At stake*=in danger

Stand—*Be at a stand*=be perplexed or embarrassed

Store—*In store*=in a state of accumulation, hence of readiness

Strength—*On or upon the strength of*=in reliance upon

String—*Have two strings to one's bow*=have two expedients for executing a project

T

Throat—*Give one the lie in his throat*=accuse one of lying abominably *Lie in one's throat*=lie flatly or abominably

Time—He came *in time*—sufficiently early. You will *in time* recover your health (=eventually). *Turn out of memory*, or *time* *in mortal*—time to which memory does not extend. *Kill time*—busy one's self with something which occupies the attention, so as to make the time pass pleasantly, without tediousness. *Move, run or go as fast time* (=as rapidly as possible)

Tiptoe—*Stand or lie a tiptoe*, or *on tiptoe*=be awake or alive to any thing

Teeth—*In the teeth of*=directly in direct opposition to. *Cast in the teeth*=insult to the face. *Teeth and nail*=as it were by biting and scratching; with one's utmost power

Trumps—*Put to or on the trumps*=reduce to the last expedient, or to the utmost exertion of power

Turn—*By turns*=one after another. *Take turns*=succeed one another in due order. *Turn and turn about*=an alternate share of duty. Serve one's *turn* (convenience). *Good turn*=an occasional act of kindness.

U

Use—*In use*=in practice. *Of use*=of advantage. *Use up*=consume by using.

V.

Vent—*Give vent to*=pour forth.

View—*Point of view*=direction from which anything is seen

Violence—*Do violence on one's self* (=attack, murder). *Do violence to one's own opinions*=outrage

Virtue—*In or by virtue of*=by authority of

W.

Wake—*In the wake of*=immediately after

Wall—*Drive to the wall*=bring to extremities. *Go to the wall*=be hard pressed or driven. *Take the wall*=take the side next the wall, hence take the precedence

Way—*By the way*=in passing. *By way of*=as for the purpose of. *In the way*=so as to meet and obstruct. *Give way*=recede. *Go the way of all the earth*=die

While—*Worth while*=worth the time which it requires

Wind—*In the wind*=covertly in preparation. *Raise the wind*=procure money.

Wolf—*Keep the wolf from the door*=keep away poverty

Word—*By word of mouth*=orally. *Good word*=favourable account. *In word*=in declaration only. *Word for word*=in the exact words. *Eat one's word*=retract what has been said

World—All the precautions *in the world*=all that is possible. *For all the world*=for any consideration. *World without end*=eternity

N. B.—The above is in parts taken from the "Indian Student" of 1877—78.

CHAPTER XIV

IDIOMATIC USES OF ADJECTIVES EXPLAINED AND ILLUSTRATED

403

A

All—He is *all the better* (= better by all the difference) for the change. Thou shalt be *all in all* (= every thing desired, supreme). This is *on all fours with* that (= exactly similar to)

B

Best—Life is *at best* very short (= at the longest, taking it in as favourable a light as possible)

Better—It is *better off* there (= in a better condition)

Black and white—To have a statement *in black and white* (= in writing)

Bound—A ship is *bound to* or *for* a place where her voyage is to end

Broad—It is as *broad as long*, whether they do this or that (= the same one way as the other). *Broad mirth* (= coarse)

C

Clear—To steer or keep *clear of* a difficulty (= out of the way of)

Close—A close apartment (ill ventilated sultry). A *close* behaviour (= secretive). A *close* hard man (= stingy). A *close* metal (= dense). A *close* friend (= intimate). A *close* translation (= literal). A *close* observer (= careful). A *close* contest (= doubtful equibalanced)

D

Dead—A *dead* matter (= inanimate). A *dead* calm (= solemn, not disturbed by motion of any kind). A *dead* weight (= oppressive). A *dead* wall (= unbroken by windows). *Dead* in sin (immersed). *Dead* to sin (= free from). *Dead* drunk (= so as to be completely helpless). The law has become a *dead letter* (= is no longer enforced, though not yet formally repealed). Matters have come to a *deadlock* (= standstill). A *dead language* = A language no longer spoken. He is *dead* to all sense of self-respect (= insensible). *Dead stock* = Goods or collection of other things bringing no gain. A *dead* heat = The result of a race where neither party wins because both are equally good. He is a *dead shot* (= a person who never misses his aim). *To make a dead set at* a person or a thing (= to make a determined attack upon). His father is *dead against* his becoming an attorney (determinedly opposed to). A *dead letter* is one for which there is no claimant.

F

Fair play—Equitable treatment **Foul play**=Underhand manner of dealing **Fair weather** (=cloudless) He is *in a fair way to recovery*=He is very likely to recover He was *fairly* beaten (=undeniably) He *bids fair to be* a great orator (=shows signs of becoming)

G

Good—He is *good for nothing* (=of no use) He is *good* only at flattering (=clever) The reasons are *good* (=valid) He is a *good* man, I may take his bond (=of pecuniary ability). In *good* earnest (=real) A *good* deal (=great) *Good* measure (=full) A *good* rid lance=A disagreeable or an unpleasant piece of business got rid of He is *as good as his word*=He is faithful to his promise. He is *as good as* refused to comply with my request (=virtually) A *good round* sum (=pretty large) He got a *good* sound scolding (=pretty, or, very)

Compare the phrases —A *good* strong dose of medicine, a *good* hearty laugh, a *good* cheap bargain a *good* long ride, the word *good* in each case signifying 'moderately'

It is *as good as* killing oneself (=not less than, virtually) The agreement does not *hold* or *stand good* (=apply, has no force or effect) To *make good* an obligation (=fulfil) To *make good* an assertion (=establish) To *make good* a loss (=make up for, compensate),

Green—A *green* wound (=fresh) *Green* fruit (=not ripe) *Green* wood (=not dry) *Green* in years (young) A *green* hand (untrained)

H

Half—To *go halves* (=have an equal share) A brother of the *half blood* (=of the same father or of the same mother, but not both) A *half-witted* person (=foolish) A *half-hearted* friend (=wanting in true affection)

Hard—He is *hard up* (=closely pressed by want) It rained *hard* (=with violence) *Hard money*=coin or specie. *Hard by* =close at hand

Humble—To *eat the humble pie*=to apologize (in the manner of a coward)

J

But just—that and no more, *Just now*=applies to a point of time slightly preceding the present I will be with you '*just now*' is proscribed by English usage, which assigns the expression '*shortly*' to time future

L

Large—The offender is *at large* (=not in custody) The offender is *enlarged* or *set at large* (=on bail) This gentleman is

at large (= of independent means 'in nobody's pay, at nobody's command) On the day before that appointed for the ceremony, we promised to discuss the subject *at large* (= in detail) A *large* heart (= generous) A *large* mind (= comprehensive)

Last—Of the *last* importance (= utmost) The *last* man to do a thing (= most unlikely) *On one's last legs* (= on the verge of ruin)

Light—To *make light of* (= slight)

Loose—If you do not *let it loose* (= set at liberty) it will *break loose* (= gain liberty by violence) To *give a loose* to sorrow (= give vent to, pour forth)

M

Many—*Many a* = each one of many *The many* = the community

Most—*Make the most of* = turn to the utmost account possible *At the most* (= even if the furthest possible degree were reached, which is not likely)

O

Offensive—*League offensive and defensive* = a league that requires both or all parties to make war together against a nation, and each party to defend the other in case of being attacked. *To act on the offensive* = to be or stand, on the defensive.

Old—*Old school* = a party holding opinions appropriate to a former time. *Of the old school* = old fashioned

One—*At one* = in agreement *One day* = refers to a past time definitely or to time future indefinitely

Other—*The other day* = refers to time past not distant, but indefinite

P

Past—*Ride past* = ride in haste, pass with expedition

Proof—*Proof to or against* = sufficiently firm to resist impression

R

Red—*Red tape* = official formality (from the tape used in public offices for tying up documents) *Red republican* = one bent on maintaining extreme republican doctrines even at the expense of blood

Round—*Round number* = a number that ends with a cipher, A *good round* sum = large sum *Round dealing* (= honest) He affirms everything *roundly* (= without reserve) *All round* = in every direction

S

Set—*Set speech* = a speech carefully prepared before it is delivered in public, a formal or methodical speech

Short—*At short notice*=promptly. *In short*=briefly. *The long and short*=the whole and brief

Sly—*On the sly*=in a sly or secret manner

Square—Make the accounts *square* (=even, leaving no balance) *All square*=all settled, all right

T

Thick—*Through thick and thin*=through all obstacles and difficulties, whether great or small

W

Well—*Well-to-do*=prosperous

CHAPTER XV

NOUNS ASSOCIATED WITH APPROPRIATE

404

VERBS

He was *dismissed* the service. He *made* the following defence. He *carried on* his studies quietly. To *satisfy* vanity. To *undertake* a journey. To *have* a just conception of a thing. To *raise* crops on a tract of land. The tract of land *yields* on cultivation rich crops. When we are in the house or the city we *see* the works of men and when we are abroad in the country we *behold* more of the works of God. He *obtained* employment. His father *offered* no oppositions to his wishes. His mother *remedied* the difficulty. To *fire* shots. To *deliver* an address. To *address* a meeting. The glass *holds* water. He *seized* the opportunity. I am *bound* by promise. To *furnish* a room. I *have* fever now and then. I *have paid* the price. I *had* small-pox. We *did* these sums. He *ascended* the throne. I *cherished* the idea. He *met* with disappointments during the past two years. He *gave* judgment against me. He *denied* the existence of God. To *suffer* damage. To *render* assistance to others. He *rejected* the existence of God. He *deserves* contempt. He has *earned* for himself a name. He *acquired* a familiarity with work. Misfortunes which *overtake* the rich are greater in proportion than those which *overwhelm* the poor. To *pay* debts, to *pay off* debts. My father *put* me to a trade. To *observe* a rule. They *work* miracles. I *make* short hints of the sentiments in each sentence. To *make* verses. I *kept* my secret. Philips *took* the first opportunity of landing the mutinous crew and engaging other men in their places. They *performed* that deed. He *made* an attempt. Such appeals should be confidently *made* on the one hand and freely *admitted* on the other. This objection is freely *made*. Hindus certainly have of late years *forsaken* some old customs and *adopted* new ones.

instead Changes have been *introduced* in the matter of dress and household furniture. Extravagant expenditure is *incurred* at Hindu marriages I *accepted* her offer There I *got* a dinner. He *gave* me a breakfast Colonies were *established* He has *gained* a scholarship at Oxford He kindly offered me the patronage. He *worships* the feet of his parents He has *drained* much money out of me. To *set* people by the ears I shall *sue* him or lodge a *complaint* against him I *want* these sums to be done within the vacation

405 To *pare* one's nails. To *mow* or *cut* grass He has *sanctioned* the amount The pain has *abated* The storm has *abated* The house was *blown down* while the boat shed was *blown to one side* He had 25 years' experience in the educational line. The articles will be *disposed of* in the auction rooms Nothing was seen but a misty atmosphere *driving* furiously *along* The blind man *is dead to* the beauty of colour To *take* a newspaper, to *subscribe* to a newspaper, to *receive* a newspaper Practical men can always *put in or into practice* their reasoned ideas He *incurred* heavy expenses in *getting up* the entertainment Many blindly *follow* custom We *get* milk from the cow After sun set we *resumed* the walk A stationer's shop is *opened here* It will have a *good sale* To *set up* or *establish* a school He *oppressed* his tenants *Address* a letter *Advance* money *Assign* reason for *Attain* majority *Bear* a badge, *bear* witness, *bear* grudge *Bend* one's will *Bind* the conscience *Attraction binds* the planets to the sun *Beg* pardon *Break* a promise, silence, peace *Bring* one honour, *bring* a lecture to a close *Build* hopes, reputation *Catch* small pox *Call* a council. *Carry on* a trade, a war *Cut* the acquaintance of a person To *cut* a book (=the uncut edges of) To *cut* a person (=drop acquaintance with) A child *cuts* teeth i.e. his teeth pierce through the gums and appear *Celebrate* a festival, a marriage I have a mind to *accept* the post He began to *descend* the steps He *takes* medicine once a day I *entered* Government service I cannot help *having* a short sleep after meals

406 *Pitch* a tent. *Perform* duty, in operation *Raise* a loan, subscription, a window, a shout *Rectify* an error *Read* a riddle (=interpret or solve) *Recruit* one's health *Repeal* a law *Remove* an obstruction, an error *See* a mistake, one's meaning *Return* a verdict. *Set* a tree or plant *set* words to music *set* a clock (set in due order) *Set* sail (=extend) *Set* the teeth on edge=affect the teeth, as acids do, with short grating sensation *Show* fight =show readiness to fight *Show* a horse=exercise him so as to show his paces *Show* a bold front=show determined opposition *Sow* dissension in the hearts of brothers, *sow* the seeds of rebellion The scheme was *executed* The claim is *made* Extravagant expenditure. My fever *left* me. Close application to his studies *threw* him out of health An event *occurred* The

meeting *separate*! His ambition was *kindled* The expectations, that *were aroused* in him *were not satisfied* The ground was *strewn* with the branches and boughs of trees The body was more or less *exposed* to view

407 An expedition was *made up* to go in search of the ship I *felt* cautiously *about* for my pipe which was *lost* He *tripped* on the ropes A discourse *passed* between us He failed of *rendering* me any great service He *gave up* his expensive habits We *got* the book bound The horse *took* fright To *pinion* one's arms The editor has not *inserted* the account in his paper *Extinguish* a candle, hope. *Feel* and inconvenience, *feel* respect for *Fetch* a price *Fulfil* a contract, a prophesy *Get up* a subscription *Hatch* a plot *Have* headache. *Light* a cigar *Institute* a comparison *Incur* debt, risk, hatred *Lay* damages (=state the amount of) *Lay* a thing to heart (=feel deeply) A hen *lays* eggs A shower *lays* the dust *Lend* another person a life i.e. cause that person to lead a troubled life *Lend* one's name, or support to a project *Load* a gun *Load* the stomach with food =eat too much *Break* the intelligence to him You won't *have* my votes Will the fish *take* the bait now? There *was* an accident on the river There *had been* a murder in the house. I *have got* excellent country made cloth

408 Will you *take* any, Sir? He *takes* pains in *providing* for the *good* education of little boys To *support* the expense of a college education To *avert* hostilities He *made* such efforts as were in his power An organ was *constructed* which played ten times very distinctly Mr Denham *contracted* a friendship for me which lasted till his death Fair public squares *have been constructed* and *laid out* at considerable expense To *perform* a surgical operation To *do* or *perform* a work I was not willing to *undertake* the construction of the railway line To *speak* a common language To *make* a representation to Government To *compose* songs and hymns The school does not *impart* religious instruction, Every one of us should know how to *escape* disease by rational diet and regard for sanitary laws They were *committed* to *take* their trial at the next Sessions of the Court They *assumed* many different disguises To *adopt* a new system a particular mode of husbandry He *passed* the examination, He *discharged* his debts He *raised* a subscription for the relief of the sufferers To *turn* the edge of - to make blunt His comedy *draws* a good house=many come to the theatre to witness his comedy This orator is sure to *draw* a crowd *Draw* parallel

409 Water *drives* that mill *Feed* the furnace with coal *Feed* the engine with water Several small streams *feed* the river He was *punished* with imprisonment I *gave* him the advice To *make* purchases He *got* measles He *wiped* his tears He *keeps* good health There *were* eruptions on the skin They will take less notice of the fault you have *committed*. If it should

sometimes *bring* you a little gain She could not decide what course to *take* in the matter He is remarkable for the power he had *acquired* of *controlling* his disposition to anger The ship *went down* To *lay* a false charge of theft against a person He is *enjoying* his well earned popularity He *took* charge of his office on the 4th instant He *made* various purchases An inquiry was *held* into the circumstances attending the death of Mr A. The earth *makes* one revolution in the year round the sun They have to *pay* a heavy tax on wine He *vomited* blood To *unveil* the face I am apt to *disclose* everything *Get through* this crisis He has *made* a great bargain To *give chase* to a thief *List* him to the carriage I will *get* you *punished*. To be *delivered* of a child The captain *hoisted* a red flag They can *form* no conception of it In every moment of our life our conscience is *proclaiming* that our will is free He has *acquired* a habit of drinking brandy He has *acquired* the art of weaving To *gratify* our passion to the fullest extent To *offer* prayer and receive instruction I would *recover* possession of the family lands. To *take* a long voyage He *made* some criticisms He never *fulfilled* his promise The good purpose once *formed* must be *carried out* with alacrity To *form* a conclusion as to something A decision must be *formed* by you To *remove* evil He *was thrown down* a flight of stairs There *will be* no examination He *sent word* You *finish* the work To *take* a trip by boat. Some people *boast* of their knowledge He *delivered* the papars He *collects* subscriptions *Crack* the joint of the finger

410 *Devise* means *Dissolve* a meeting *Draw* parallel The king *fills* the throne. The speaker *fills* the chair of the House of Commons He *finds* his son in money and clothes (= supplies with) *Form* the majority *Do* a favour to *enact* a law *Enforce* a law *Enjoy* health, liberty *Enter* into recognisance *Excite* admiration, sympathy, terror *Execute* a bond, a sentence. *Hear* evidence, *hear* a case. *Hold* an appointment *Hold* a parliament *Hold* one's breath *Hold* a wager (= lay or stake) To *hold* one's own (= maintain one's present condition) To *make* or *raise* or *throw up* an embankment Don't *indulge* vicious propensities To *kidnap* children The servants *contradicted* me to my face He *betrayed* the prince into the hands of the enemy Rice has been *served* He has *shown* me due consideration He *pledged* or *pawned* his wife's garment It *tasted* very pungent to me The water of the tank has been *let out* He *slung* away his books on the floor The shoe *pinches* The missionary when he arrived would hardly *obtain* a house. The elephant was making mighty efforts to *wrench up* the stake to which he was bound The letter was *handed up* to the judge The road across the Simplon was *constructed* The obstacles are to be *surmounted* or *overcome* They have *broken* the divine command and have therefore *incurred* the penalty of transgression To *make* remarks on something I made

as much *use* of the advantage as I could Presents of cloth and money were *made* to him

- 411. Promises and pledges were as readily *broken* as they were *made*. He *made* a journey into France The child has *thrown up* the milk *Make up* the quarrel To *water* a plant ; *water* the streets *Braid* the hair and *tie* it up into a knot To *hook* a fish *Make way* for me, please *Accept* an offer This book will *aid* him in forming his character The Indus *forms* a delta *Grind* the poor (=oppress grievously) *Hold* an opinion *Hold* him a guiltless (=regard him as guiltless) *Pass* a sentence on an offender. The Bill has *passed* both Houses of Parliament *Pay* the bill *Quench* the lights *Quench* his thirst *Win* a medal. Do not *wound* his pride. To *use* one's fists To *take* a man for spy (=regard) The dog *takes* (=readily goes into) The cat *takes* a tree (=runs up) The horse *takes* the fence (=leaps over). To *take* horse (=mount) To be *taken with* a thing (captivated by it) *Spill* water, ink, blood, milk. *Spend* strength, energy. *Spin* a top To *spin* a yarn = to tell a long tale *Undergo* a change a trial *Wage* war *Spread* a report, a disease Flowers *spread* their fragrance, birds *spread* their wings, trees *spread* their branches *Spring* a mine, a trap *Start* a question, an objection *Wound* one's pride.

412. *Unriddle* an enigma To *strike work* = to quit work in order to obtain an advance of wages or to prevent a reduction of wages, to *strike* hands with = to make an agreement with, to *strike* sail (=take down) it *strikes* me (=occurs to), to *strike* a bargain conclude) To *get into* a carriage To *get on board* a ship *Wipe* the hair He has *decided* or *settled* the matter To *steer* a ship To *manage* a mill or factory *Rub* the child's skin with napkin He will *give* us a speech today To *expectorate* phlegm It is time to *plant* the trees *Lose* one's way = go astray, *lose* ground = fall behind, *lose* heart, *lose* oneself = become bewildered, *lose* sight of *Love* one's own : *love* one's own relations or possessions *Make* a change, an experiment, an objection *Make* faces - grim, *make* amends = give adequate compensation *Make* oath The ship *made* ten knots an hour, : *it* passed over ten knots an hour The ship *made* the harbour at noon (reached) *Melt* the heart *Meet* a demand, a difficulty, an expense *Miss* an opportunity *Open* debate *Offer* bribe, resistance *Pass* a counterfeit coin (=put into circulation) *Pass* the wine (=hand on to the next person in table) His labours will be *rewarded* There *were* ten deaths from cholera *See* your mistake He has *opened* an orphanage He *was led* to prison. It *blew* a hard gale He has gone to jail Grave suspicions were *excited* He *made* a handsome offer towards *defraying* the expenses of conducting a public hospital To *make* a short visit to a person The following charge was *brought* against me Carpenters *make* carts He sometimes *drew* conclusions about one subject from its resemblance to another A

horse *throws* his rider *Acquire* wealth *Administer* government *Advance* money *Follow* an example *Follow* a trade. *Buy* honor with flattery He *built* a reputation He *brought* a suit ag unst me. He *confessed* the guilt His fever *is off* *Change* your dress You must get *through* this work Cholera has *broken out* in the town You have to *pay* a fine for not *paying* your school-fees before the 15th A list of scholars is *prepared* I never *take* medicine The girl *puts* her hand to her face.

413 *Commit* a blunder, a crime, a murder, an offence. *Comply* with a request *Conclude* a treaty *Make* a blunder, a discovery, a mistake, an objection To *win* golden opinions (=so to conduct oneself as to win the good esteem of on lookers) *Wear* a crown, a sword, honours, *wear* a smile on the countenance *Turn* English into Bengali to *turn* a penny = circulate money in trade, *turn* a coat (=reverse) The gentleman *got up* a fine illumination on the occasion of his son's marriage It is wrong to cause any unnecessary pain to any creature Please, *pluck out* some of my grey hairs His bowels *are out of* order This tooth has to *be drawn* *Settle* the differences *Dust* the shelf I am *doing* good business To *sink* a well To *excavate* ponds, a canal To *make* arrangements He *resigned* his appointment He *opened* a business *Call in* the best doctor He will *start* on pilgrimage to Kashi The collision *occurred* on that day Many trees were *blown down* and the crops *were damaged* by the heavy rains The programme *comprises* much that is interesting The train *entered* the station The floods have subsided He *sank* to the condition of a cobbler They have *sunk* into poverty and obscurity When any difficulty *occurred* The kind of food was *set* before me Evening *drew on* There *lie* pearls at the bottom of the sea The request was *granted* To *grant* a demand A company was *formed* Search was *made*

APPROPRIATE NAMES OF THE CRIES

414.

OF ANIMALS

Apes *gibber*
Asses *bray*
Bears *growl*
Bees *hum*
Bulls *bellow*
Calves *bleat*
Cats *mew, purr*
Cattle *low*
Cocks *crow*
Cows *low*
Crickets *chirp*
Crows *caw*
Cuckoos *cry, cuckoo*

Beetles *drone*
Birds *sing, twitter*
Bitterns *boom*
Black birds *whistle*
Lambs *bleat, baa*
Larks *sing*
Lions *roar*
Magpies *chatter*
Mice *squeak, squeal*
Monkeys *chatter, gibber*
Nightingales *sing, warble*
Owls *hoot, screech, scream*
Oxen *low, bellow*

Dogs bark, bay, howl, yelp, whine.	Parrots talk.
Doves coo	Peacocks scream
Ducks quack.	Pigeons coo
Eagles scream.	Pigs grunt, squeal, squeak.
Flies buzz	Puppies yelp
Foxes, yelp, bark.	Ravens croak.
Frogs crouch.	Rooks caw
Geese cackle	Sheep bleat.
Goats bleat	Snakes, serpents hiss.
Grass hoppers chirp	Parrows chirp
Hawks scream	Swallows twitter.
Hens cackle, cluck	Swans cry
Horses neigh	Thrushes whistle
Hyenas laugh	Tigers growl
Jackals howl	Turkey-cocks gobble
Jays chatter.	Vultures scream
Kittens mew	Wolves howl, yell.

CHAPTER XVI

NOUNS ASSOCIATED WITH APPROPRIATE ADJECTIVES

415. *Fierce* as a tiger *Gentle* as a lamb or as a sucking dove. *Sharp* as a needle. *Giddy* as a goose *Dull* as a beetle *Clear* as day or as crystal *Black* as a crow *Red* as cherry or as scarlet *Right* as trivet *Tender* as a chicken *Sourly* as a bear *Whimsical* as a dancing bear *Sour* as a crab (a kind of fruit) or as a vinegar. *Cross* as a cat *Hungry* as a dog *Proud* as a peacock *Brave* as a lion *Bold* as brass *Pale* as death or a ghost or ashes *Ugly* as sin *Playful* as a kitten or as a butterfly or as a squirrel *Gay* as a lark. *Patient* as a Job *Cool* as cucumber. *Poor* as a church mouse *Cunning* as a fox *Busy* as a bee. *Precious* as the apple of the eye *Plentiful* as black-berries *Firm* as a rock *Steady* as time or a rock *Mute* as a fish *Hoarse* as a raven *Wise* as a serpent, or, as Solomon, or as Solon *Blind* as a bat, or as a mole, or, as a beetle *Green* as grass *Brown* as a berry. *White* as the driven snow, or as a sheet or as wool *Yellow* as a guinea, or as saffron *Deaf* as a post *Sweet* as a nut or, as honey, or as sugar *Cold* as marble *Wet* as a rag or as a drowned rat

416 *Dry* as dust *Brittle* as glass *Tough* as white leather. *Sharp* as a razor (=keen-edged) or as a lance *Bitter* as gall. *Black* as ink or as jet or as midnight or as pitch *Blithe* as a bee or as a butterfly or as lark *Blunt* as a beetle (=wooden hammer

or mallet used to beat pavements with) *Bright* as day or noon-day *Brisk* as a butterfly *Poor* as Lazarus (a beggar mentioned in the Bible) *Quick* as a lamplighter or as lightning, or as thought *Rapid* as lightning *Red* as blood or as crimson As *quick* (agile) as a weasel *wary* as a weasel *Rich* as a jew or as a Croesus (king of Lydia, renowned for his riches) *Regular* as clock work *Ripe* as a cherry *Quiet* as a mouse or as a lamb *Silent* as the dead or as grave or as stars *Still* as death or as grave or as post or as statue *Yielding* as wax *Weak* as a baby or as a cat or as water *Watchful* as a hawk *Smooth* as butter or as velvet or as glass or as oil *Slender* as a thread *Brown* as berry or as mahogany *Changeable* as the moon or as a wheather-cock *Cold* as a frog or as ice or as stone *Deaf* as a beetle or as a post

417 *Dumb* as a statue *Fat* as a pig or as a whale *Fast* as a hare *Flat* as a board *Fleet* as a deer *Free* as the air *Gaudy* as a butterfly or as a peacock *Grave* as a judge *Greedy* as a dog or a wolf *Happy* as a king *Harmless* or *innocent* as a dove *Hot* as fire or as pepper (hot to the taste) *Hungry* as a hawk or as a horse or as a hunter *Light* as air, or as a butterfly (opposed to grave) *Loud* as thunder *Mute* as a fish or as a mouse (mice carry on their depredations silently) *Nimble* as a bee or as a squirrel *Obstinate* as a mule *Patient* as Job or as an ox. *Round* as an apple or as a globe or a ball *Salt* as brine or as a herring *Silly* as a goose or as a sheep *Tall* as a maypole or as a poplar or as a steeple *Tame* as a chicken or as a hare (here tame=harmless) *Tricky* as a monkey *Unstable* as water *Hard* as iron or as stone or as flint *Soft* as down or as butter or as wax *Heavy* as lead *Light* as a feather *Bright* as silver *Dark* as pitch. *Fresh* as a rose or as a daisy

418 The common run of things *Most* admired disorder One's bounden duty A howling wilderness The common herd A sturdy beggar In full swing In hot haste A twinkling cymbal In full view In broad day light A sweeping charge Bottomless pit. Give a black eye. A besetting sin Lay the flattering unction to the soul Turn a cold shoulder upon Carry with high hand. A crying shame

419 With gaping mouth Keep at a respectful distance. A bitter pill Deep in debt Borrowed plumes The spoilt child of fortune. Wide of the mark Show a bold front Hold out a helping hand A screw loose Look after the main chance At short notice Narrow escape Of no earthly use No laughing matter The golden mean A short cut A second nature (Blow hot and cold) (To play fast and loose) A ready pen Flowing periods In plain English A painted sepulchre A flat contradiction A sealed book In strict confidence In open court With breathless expectation In one's sober senses Stark mad Without a dissentient voice A moral certainty A searching

inquiry Keep a sharp look out for The wide world With
 bated breath Null and void In an unguarded moment.
 Knotty point Vexed question You are hot-blooded or excitable
 A dilapidated house Wild incoherent talk A designing man
 Thick population Foreign to the purpose. On sure ground.
 A sleeping partner Evil star Look blank Give a warm
 reception to With open arms With folded arms Sparing of
 praise Observe due decorum A sore point At stated periods
 A good round sum An iron will The healing art An awakened
 conscience. With a clear conscience. With clear hands With
 an unsparing hand A long vacation A dreadful affair A
 dense mass of clouds High living A horrible sight Protracted
 residence. Hard of hearing A striking similarity The sober
 reality The very thing With telling effect. True to nature.
 One's second self The very image In one's proper element.
 In the long run At one fell swoop In full force Hold on the
 even tenor of one's way Turn over a new leaf At the eleventh
 hour A golden opportunity De-vy eve. From time immemorial
 The rising generation

420 Advanced in years. Hide his diminished head. At a
 low ebb Make a clean sweep of a thing A stainless name.
 An atrocious or diabolical murder He is a dangerous man
 Unsullied probity A lofty genius Un expected service Shattered
 frame. Broken heart Of good cheer Of rare hopes With
 anxious tenderness In solemn silence Profound respect. Serene
 dignity A sharp altercation A strong opposition An insupport-
 able yoke. Earnest entreaty Extreme need (Quite the contrary
 In the ascendant In the abstract To the full) Exquisite skill
 Irreparable loss Insuperable difficulties Rigorous discipline.
 High sense of honor New to business A close analogy Devour-
 ing ambition Dauntless courage. Well-paired rivals Signal
 proficiency Desperate grasp In express words An overflowing
 exchequer A dogged determination Glaring absurdity Cordial
 support Restless activity Merited reproof Odious imputation
 Insurmountable bashfulness Smiling resignation Sparkling
 wit. Rich humour Sullen formality Rigid moralities The
 bare necessities of life A practised hand at sitar Dishevelled
 hair This man is of a very calm or sweet temper A hard heart.
 Romesh and myself are fast friends A callous impudence.
 Devoted attachment. Sensitive delicacy Savage growl Immu-
 nent risk. Honourable mention Wounded pride. Grovelling
 superstition Menial drudgery Uninterrupted succession Daz-
 zling glory Fierce excitement. Caustic jests Dark spots Event-
 ful career Indomitable force of will. Striking peculiarity. Con-
 vulsive burst of rage. Dominant class An agreeable person.
 Cultivated mind Passive fortitude.

421 Perfect uniformity Formal apology Deadly struggle.
 Excellent cooking A strange affair A plain style of living

Conscientious scruples *Impetuous* valour *Wanton* barbarity
Warmest gratitude *Intense* bitterness *Unbending* equity *Im-*
pregnable lock. *Implacable* enmity Of *short* memory *Undevi-*
ating steridness *Striking* contrast *Splendid* devotion *Free*
access *Steadfast* loyalty *Plighted* faith *Happy* selection *Miti-*
gating circumstance. *Redeeming* merit. In *burning* words A
bold face. Of *inflexible* decision *Grievous* disappointment
Fervent zeal *Sordid* avarice A *pot-bellied* man *Watery* milk
 or *thin* milk. There was a *terrible* fire at Kidderpore. The lord is
 rather *underbaked*. There had been a *fearful* dacoity at Barrack-
 pore *Sound* caning *Ample* atonement. *Intricate* mazes
Winning manners *Genial* courtesy *Lavishing* blows *Flagi-*
tious excesses *Ignominious* exposure. *Brilliant* success *Ex-*
ceeding levity *Cruel* sneer *Excitable* nerves *Unscrupulous*
 laxity *Strenuous* support. *Merciless* rigor *Engaging* manners
 (=attractive) A *promising* youth A *standing* nuisance (=per-
 manent) A *standing* joke = a continuous subject for ridicule. He
 is *reluctant* to agree to my proposal. The people gave him a
hearty welcome at this

422 He found the prisoners in a state of filth and wretched-
 ness of the most *horrible* kind He felt a *strong* desire to learn
 Latin Boys of *respectable* parentage. The milk of the cow is
 very *nutritious* A *well-fed* cow gives *rich* milk. Rising early is
healthful As the wind was *favourable*, we set sail. He answered
 several questions in a ready manner The Raj family has become
extinct *Evil* company A *slight* provocation *Considerable*
 rain fell early in this year A *sleeping* partner = a partner in a
 company who takes no active share in the management of the
 business *Spare* time (=unoccupied) A *black* sheep = a person
 who has a bad reputation *Hard* lines = a position or lot in which
 one has to suffer hardships A *red* letter day = an auspicious,
 fortunate day A *bird's eye* view = a general view, not minute or
 detailed A *sound* beating (=thorough) *Capital* punishment =
 punishment of death The *capital* sentence = the sentence pro-
 nouncing the punishment of death A *curtain* lecture = a reproof
 given by a wife to her husband within the bed curtains A *happy*
 suggestion = a clever, fitting suggestion A *brown* study = reverie.
Crocodile tears = affected, hypocritical tears pretended sorrow
 A *fast-colour* chintz A *fine* or *fine-pointed* pen. A *soft* answer
Authentic news He conversed with me in a most *affable*,
familiar, and *friendly* manner He is a man of *small* discretion
 An *idle* compliment or an *empty* compliment (=compliment
 without heartiness) It was *ample* reward for his toil *Insigni-*
ficant person A *serious* matter You are but a *common* constable.

423 *Eminent* scholars. There was a *slight* rain last night.
 Cholera mortality was *lower* this year in Calcutta than in the
 previous year *Large* admissions to a hospital. *Considerable*
 danger was done to the village He made *desperate* effort to

explain away the blunder He acquired an *intimate* knowledge of Greek He sent a very *civil* message A man of *strong* common sense and of *great* experience He had some *hard* words from me An *over-ripe* fruit *fat* salary, *stiff* language He made a *splendid* speech He became a *considerable* man in the country Of whom no *honourable* mention is made I have a *strong* inclination to go There were *strong* objections to the proposal *Suitable* precautions were taken against future mischief He has given *accurate* information respecting the business A squall tore our *rotten* soils to pieces An *open* question (= a question not yet decided but still free to be discussed) A *veiled* question (= a question regarding which there has been much disputation and yet no way of arriving at a decision He left an *ample* fortune for his sons He can give a very *particular* account of all the towns in England He was a *good* deal of a politician *Poor* soil Under him I learned to write a *good* hand pretty soon I was sent to a school *kept* by a famous man The ship was put into a *proper* position A *correct* view of the matter He gave *due* notice of the incident He has a *keen* perception of the danger before him They held him in *open* abhorrence To make an *urgent* request for something His *weighty* words command respect and every attention He was a *capital* musician They had *sufficient* confidence in him He is a man of *some* means *Much* or *little* money He mentioned the grief of my friends and relations in Boston at my *abrupt* departure

423A *Broad* daylight (= open, diffused) An *open* secret (= known to several persons) *Fair* weather (= dry, cloudless) *Fair* play and *foul* play (in the former there is no cheating, in the latter there is) A *cool* or *cold* reception = a reception in which no warmth of kindness is shown A *cold-blooded* murder = a murder done deliberately The *golden* age (= the primitive age of the world The *iron* age (when men were harsh and rude in their intercourse) An *iron* will (= an inflexible will) The *starting* point *Metalled* road A *competent* man *Spacious* rooms An *angry* mood An *over-put* or *precocious* boy *Turning* point = the point from which a horse-race sometimes turns to the starting point, metaphorically, the point which decides a disputed question or at which a decided change begins *Drawing* board = the board on which paper or canvas is placed for drawing purposes A *flowery* style of writing = a style into which figurative language is freely introduced A *leading* question = a question put to a witness suggesting him the answer he is desired to give A *laughing* stock = an object of ridicule A *settled* conviction = a fixed belief or impression A *laconic* speech = a short, pithy speech A *quixotic* project (= foolish and extravagantly romantic) A *utopian* scheme (= fanciful, incapable of accomplishment) *Sharp* practice = knavery *Hard* swearing = an evidence not strictly true, given by a witness on oath

CHAPTER XVII.

APPARENT, SYNONYMS

424 Form sentences to show the difference between (1888) —
1 Born, borne 2 Laid, lain 3 Loosed, lost 4 Sow
ed, sewed.

Ans (1) I was *born* in 1865 The patient was *borne* by his relatives to the nearest hospital (carried, conveyed) Such injuries cannot be tamely *borne* (= patiently submitted to) (2) The papers were *laid* on the table (= caused to lie) The book has *lain* there for nearly a week (= rested, *intransitive use*) (3) The bands round his waist were *loosed* (= untied) He has *lost* a large sum of money The corn I *sowed* has grown up into an oak "A needle and thread was given her, but she could not *sew* the button on"

425 Form sentences to show the difference between —

1 Drunk, drunken 2 Melted, molten 3 Cloven
cleft 4 Hung, hanged.

Ans (1) The man was *drunk* I cannot put up with such *drunken* rogues as these (= always used as an adjective before a noun, cf *shrunk* *legs*, *a sunken ship*) (2) Lead can be easily *melted* down I do not want that piece of *molten* lead

(3) Both are the perfect participles of *cleave* = *to split* *Cloven* can only be used as a participial adjective, *cloven* feet (= divided into parts) The frost has *cleft* the rocks (= split up) The *clefts* of rocks (= cracks or fissures used as noun)

(4) The flag was *hung up* high in the air (= suspended) The criminal was *hanged* for having killed his own son

426 Form sentences to show the difference between —

1 Worked, wrought 2 Gilt, gilded 3 Bended,
bent 4 Penned, pent

Ans (1) He worked night and day to finish the work in time. The ornament was *wrought* of gold (2) *Gilt* is used only as an adjective. *Gilded* can be used both as an adjective and a verb "A *gilded* chair of state" "A *gilt* frame (= overspread with a thin covering of gold)" (3) *Bended* is rare, cf "he prayed with *bended knees*" A person *bent* down with age. "He *bent* his bow and made it ready" (4) I have *penned* him a letter (= written) I was *pent up* in a room for a whole hour (= shut up confined) "The shepherds had *penned* their flocks at eve" (= shut up in the cattle enclosure)

427 Explain and illustrate the difference between — (a) Eminent, imminent (b) Loath, loathe (c) Efface, deface (d) Principle, principal (e) Eruption, irruption

Ans (a) Newton was an *eminent* philosopher (= distinguished) There was an *imminent* danger before us (= impending, near at hand)

(b) I was *loath* to go away (=unwilling). I *loathed* him from the bottom of my heart (=detested)

(c) Nothing could *efface* from his mind the grievous wrong that had been inflicted upon him (=blot out, obliterate) Some of the Hindu shrines, the Mussulmans pulled down, others they defaced (=disfigured by destroying the external features) To *deface* a record (=injure)

(d) Babu Brajendra Nath Sircar is the present *Principal* of the Berhampore College (=head) These are the *principal* things which you will do well to remember (=chief) "It is the possession of fixed *principles* that makes a man a firm character" (=moral rules of action)

(e) An *eruption* of Mt. Vesuvius took place year before last Moghul *irruptions* undermined the Pathan Empire (=sudden inroads)

428 Distinguish between —

(a) President, precedent (b) Practice, practise (c) Corpse, corps (d) Songster, singer (e) Affected, affecting

Ans (a) He was elected *president* of the meeting (=chairman) Such an event is without *precedent* (=a case or an instance which previously happened)

(b) *Practice* makes everything easy. He *practised* fraud upon my friend (=performed habitually) He has been *practising* as a High Court pleader for some time. To *practise* law, medicine &c. (=to exercise the profession of a lawyer, or of a doctor &c.)

(c) His corpse was at last discovered in the woods (=dead body) The general would never go out to fight without his select *corps* (=body of military men)

(d) *Songster* is used only of birds, *singer* only of men and women

(e) *Affected* manners, behaviour (=opposed to *natural*) An *affecting* speech or address (=moving the mind or the emotions)

429 Distinguish between —

(a) Corporal, corporeal (b) Stationery, stationary (c) Inability, disability. (d) Unbelief, disbelief (e) Unarmed, disarmed. (f) Unfirm, infirm

Ans (a) *Corporal* punishment (=pertaining to the body, bodily) *Corporeal* beings (=possessing a body)

(b) Plato thought that the earth was *stationary* (=fixed, immovable) He has opened a shop of *stationery* (=papers, pencils &c.)

(c) *Inability* = *natural absence* of power *Disability* = *deprivation* of the power which one naturally possessed

(d) *Unbelief* is a mere failure to admit. *Disbelief* is a positive rejection

(e) It is the mark of a coward to attack one's enemy when he is *unarmed* (=with no armour on) The conquered nation was

disarmed by the conquerors (=deprived of the right of wearing arms)

(f) When we speak of the weakness of the human body, we use the word *infirm* "The minstrel was *infirm* and old" When we speak of the weakness of other things, as of a bridge or wall, we use '*unfirm*'

CHAPTER XVIII.

APPARENT SYNONYMS—(Continued)

430 Distinguish between —

1 Ungraceful, disgraceful 2 Momentous, momentary 3 Complement, compliment 4 Childish, childlike 5 Gracious, graceful 6 Courteous, courtly 7 Official, official 8 Artful, Artificial 9 Artizan, artist 10 Contemptuous, contemptible

Ans (1) *Ungraceful* manners (=lacking in beauty and dignity) *Disgraceful* conduct (=shameful, reproachful)

(2) *Momentous* questions of war and peace (=grave, important) *Momentary* wrath (=lasting for a short time)

(3) *Complement* = That which completes The complement of 60° = an angle (of 30°) which completes a right angle I tender my best *compliments* to him (=manifestations of regard &c)

(4) *A childish* request (=foolish or impertinent) *Childlike* faith (=simple and deep) The first has a bad meaning, the second has the opposite '*Childlike* simplicity of character' (=genuine)

(5) Our *gracious* Empress Victoria (=kind) *Graceful* manners (=opposed to *clumsy* or *awkward*)

(6) *Courteous* behaviour (=polite) *Courtly* grandeur (=appropriate to a court)

(7) The *official* dress of a Police officer (=required by his office) He is an *official* man (=intermeddling with affairs in which he is not properly concerned)

(8) *Artful* = cunning, *artificial* = opposed to *natural*

(9) *Artizan* = A mechanic *Artist* = One who follows one of the liberal arts e.g. painting, sculpture &c

(10) *Contemptible* persons (=deserving of contempt) *Contemptuous* looks (=expressive of contempt for some object or some person)

431 Point out the difference in meaning between —

1 Exposure, exposition 2 Human, humane 3 Council, counsel 4 Spiritual, spirituous 5 Practical, practicable 6 Adept, adapt, adopt 7 Potable, portable 8 Drought, draught 9 Decry, descry

Ans (1) We speak of the *exposure* of anything wicked or dishonest (=bringing to light) He gave a lucid *exposition* of the theory of gravitation (=elucidation)

(2) *Human* = Having, or characterised by the qualities of men, as distinguished from those of beasts, gods &c "To err is *human*, to forgive divine" *Humane* acts (=merciful, benevolent)

(3) *Council* = Assembly of persons gathered together for consultation or advice. 'The king summoned his Council to deliberate upon certain matters' 'He did not pay any heed to the *councils* of his friends (=advice) *Counsel* also means a *legal adviser*

(4) The *spiritual* head, or the *spiritual* welfare, of a community (=opposed to *temporal*) *Spirituous* liquors (=containing spirits of wine)

(5) *Practical* suggestions (=opposed to theoretical) Your scheme is not *practicable* (=capable of being accomplished by human means)

(6) He is an *adept* in these matters (=a person specially versed in these things) 'To *adopt* the means to the end (=suit) The authorities of the college have *adopted* all my proposals regarding school discipline (=accepted and carried into practice)

(7) *Potable* water (=fit to be drunk) A *portable* umbrella (=handy)

(8) *Drought* = Want of rain *Draught* (of beer) = quantity drunk at one time

(9) Men *decry* (=censure or cry down) their rivals *To descry* = To see from a distance.

432 Explain the difference in meaning between —

1 Verbal, verbose 2 Genteel, gentle 3 Populous, popular 4 Observance, observation 5 Funeral, funereal

Ans (1) *Verbal* orders (=expressed in words as opposed to 'written orders') *Verbos* speaker, *verbose* arguments (=using or containing more words than are necessary)

(2) *Genteel* manners (=pertaining to good birth) *Gentle* = Docile.

(3) *Populous* cities (=numerously inhabited) A *popular* orator, a *popular* book (=loved or appreciated by the people)

(4) The *observance* of a ceremony (=regular performance) The *observance* of Christmas, or of rules of conduct (=regular keeping, regularly adhering to) The *observation* of a star (=act of observing) His *observations* on the subject of school-discipline are all practical (=remarks)

(5) *Funeral* = The burial, the burial-ceremony *Funereal* sound (=appropriate to a funeral, hence, mournful, dismal)

433 Distinguish between —

1 Variance variation, variety. 2 Proscription prescription 3 Physic, physique, physics 4 Imperial

imperious ' 5 Reverent, reverend. 6 Continuous, continual.

Ans (1) *Variance* = Difference or disagreement I am at *variance* with him on that subject *Variation* = Change. *Variety* = The state of being various, or the collection of a number of things of the same class

(2) The *proscription* of innocent citizens by the French Republic (=dooming to death by an authoritative decree) The *proscription* of beef to the Hindus = prohibition of the use of beef by the Hindus The *prescription* of certain medicines by a doctor for a patient (=the act of prescribing)

(3) *Physic* = Medicine. *Physique* = Natural constitution of the human body *Physics* = The science of physics, a branch of Natural Philosophy

(4) The *imperial* treasury (=belonging to the empire royal), (*Imperious* commands (=haughty)

(5) *Reverent* looks, behaviour (=showing or expressive of reverence humble, submissive) A *reverend* gentleman (=worthy of reverence, venerable)

(6) A *continuous* storm (=uninterrupted so long as it lasts) *Continual* showers of rain (=very frequent constantly recurring, though interrupted)

434 Point out the difference in meaning between —

(a) Signification, significance (b) Illusion, allusion (c) Apposite, opposite (d) Venal, venial. (e) Union, unison, unity (f) Discomfit, discomfort

Ans (a) The *signification* of a word (=meaning) The *significance* of a particular word in a sentence (=special importance, special force)

(b) *Allusion* = A reference to some object, event etc. *Illusion* = A deceptive appearance, a false show "The world is all an *illusion* according to the Hindu philosophers"

(c) *Apposite* arguments (=appropriate exactly suited) *Opposite* arguments (=of a contrary nature).

(d) *Venal* services, *venal* authors (=capable of being obtained or bought for money) A *venial* fault (=excusable)

(e) The *union* of different races into one whole (=combination) "The sound of a bell may be in *unison* with the sound of a flute" (=harmonious agreement) A *unity* of interests (=identity, or oneness) *Unity* = The state of being united, e.g. "*unity* of worship in a church"

(f) He was thoroughly *discomfited* by his adversary (=defeated) *Discomfort* = Want of comfort, uneasiness

CHAPTER XIX.

SIMILAR EXPRESSIONS DISTINGUISHED

435 Point out the difference in meaning between —

- (1) (a) He gained the advantage (b) He gained an advantage
- (2) (a) He possessed large property (b) He possessed himself of my property
- (3) (a) I am to go (b) I was to go (c) I was to have gone. (d) I have to go (e) I had to go
- (4) (a) To be a member of society (b) To be member of a society
- (5) (a) The people (b) A people. (c) People (d) Peoples
- (6) (a) He parted with his near friends (b) He parted from his near friends

Ans (1) (a) The two alternatives were success and failure (b) The alternative of failure was not contemplated

(2) (a) Owned (b) Took possession of
 (3) (a) It is settled or arranged that I shall go (b) It was settled that I should go (c) It was settled or arranged that I should go, but I did not go (d) It is my duty to go (e) It was my duty to go

(4) (a) To belong to a civilized community (b) To belong to a society of persons, e. g. the Hindu society

(5) (a) The popular classes as distinguished from the upper classes of a society (b) A particular nation (c) Persons generally *Ex* — There are some *people* who are always discovering faults in other *people* without being particularly anxious about their own defects in character (d) Different nations or races

(6) (a) He was obliged to lose, or be separated from his friends (b) He took leave of or departed from his friends

436 Explain the difference in meaning between —
 (a) Let me proceed to business Let me proceed with my business

(b) Speak and you die Speak or you die.

(c) To strike a dead man To strike a man dead

(d) Some time Sometime Sometimes

(e) I am going home direct I am going home directly

Ans (a) 1 The business has not yet been taken up, let me begin doing it Let me go on with the business which has already been taken up

(b) 1 Don't speak, for if you speak, I
 2 If you don't speak, I will kill you

(c) 1 The man is already dead 2 The man is not dead already, but we may cause his death by striking him

(d) 1 An indefinite though a limited period of time, *c g* Some time must elapse before I can possibly see him 2 Former (=adjective) Mr Lethbridge, *sometime* (=former) examiner of the Calcutta University 3 Occasionally 'He would *sometimes* help me with money'

(e) 1 Straight, without taking to any circuitous path 2 Without delay, presently

• 437 Distinguish between —

(a) To take to heart To take heart

(b) To take air To take the air

(c) A short cut To cut short

(d) At a time At times

(e) He is at fault He is in fault

(f) To give way To give away

Ans (a)—1 To be offended *c g* He took greatly to heart the insult that was offered him 2 To muster courage, is opposed to 'to lose heart' Ex —Foot-prints that some forlorn and shipwrecked brother seeing, shall take heart again—*Longfellow*

(b) 1 To be divulged, to be made public, 'The secret took air' 2 To go about to walk, to ride about

(c) 1 A short way 2 To bring to a sudden termination, Ex —He was requested by the President to cut short his speech which was growing rather lengthy

(d) 1 At each time Ex —I can allow you to go four at a time 2 Occasionally *c g* He would at times read fourteen hours a day

(e) 1 He is puzzled or confounded 2 He is to blame

(f) 1 To yield to submit Ex —Only under repeated pressure from his superiors did he give way and consent to the agreement The house gave way (= could not stand firm and fell down) 2 To make over to another, to transfer, to part with altogether Away in 'give away' denotes completeness The father gave away his daughter in marriage. To give away prize to deserving students "He never gave away a farthing in his life"—*Thackeray*

438 Distinguish between —

(a) He arrived late He arrived lately

(b) I saw him go I saw him going

(c) I met my friend I met with my friend.

(d) I enquired of him I enquired for him

(e) He works hard. He hardly works

(f) He would do it if he could He could do it if he would

Ans (a) 1 *After the appointed time* 2 *Lately*

(b) 1 I saw him when he was on the point of setting out
2 I saw him when he was on the way

(c) 1 The meeting was either accidental or pre-arranged
2 The meeting was accidental

(d) 1 I asked him about something 2 I asked where he was

(e) 1 He works very diligently 2 He does not work almost

(f) 1 He had the will but not the power 2 He had the power but not the will

439 Explain the difference in meaning between —

(a) 1 He looked over my paper 2 He overlooked my paper

(b) 1 He brought two bags full of rice 2 He brought me two bagfuls of rice

(c) 1 He writes English as well as speaks it 2 Writes English as well as he speaks it

(d) 1 Will it be done? 2 Shall it be done?

(e) 1 The black and white horses 2 The black and the white horses

(f) 1 John wrote a history 2 John has written a history

Ans (a) 1 He read or examined my paper 3 He took no notice of my paper

(b) (1) The bags themselves were full of rice (2) He brought as much rice as would fill two bags, the bags were not brought but the given quantity

(c) 1 He writes and also speaks English 2 He writes English in as good a manner as he speaks it

(d) 1 Is it going to be done? (simple futurity) (See Q 161) 2 Is it your will that it be done? (See Q 161)

(e) 1 Horse having both colours 2 The black horses and the white horses See Q 186

(f) 1 The history is no longer extant 2 The history is still extant.

440 Distinguish between —

(a) He likes you better than I He likes you better than me

(b) I shall do it in no time I shall do it at no time

(c) He arrived at the same time as I did He arrived in the same time as I did

(d) I arrived safe I arrived safely

(e) I found the way easy I found the way easily

(f) I walked three miles about I walked about three miles

(g) I will come in an hour I will come within an hour

- Ans* (a) 1 He likes you better than I like you 2 He likes you better than he likes me
 (b) 1 It will take me a very short time to do it 2 I shall never do it
 (c) 1 We reached the place *at one and the same moment of time* 2 We might not have reached the place at one and the same moment of time, but the *number of hours* which I took to reach the place was the same as that taken by him
 (d) 1 When I arrived I had no danger to apprehend
 2 No danger happened to me on the way
 (e) 1 I found the way not difficult to walk on 2 I discovered the way easily
 (f) 1 I made a circuit of three miles 2 I walked the distance of a little over, or a little below, three miles
 (g) 1 I will take one hour in coming 2 I will come in the course of the next hour

441 Point out the difference in meaning between —

- (a) The English English
 (b) On a day In a day In the day
 (c) He solicited troops He solicited for troops
 (d) He is at school He is at the school
 (e) To go to market To go to the market
 (f) He works in iron He works in irons
 (g) He works in wood He works in woods

Ans (a) 1 The English people. 2 The English Language.
Ex — *The English* are a commercial people He has been appointed Head Examiner in *English*

- (b) 1 *On a particular day*, no given hour being specified
Ex — He was born on the 1st day of January 2 After the lapse of 1 day *Ex* — He is expected to arrive in a day or two 3 *In the day time* *Ex* — We ought not to sleep in the day
 (c) 1 He entreated his troops to do something 2 He applied to his superior officer for troops
 (d) 1 He is under instruction, — though he may not attend any school at all 2 He reads at a particular school.
 (e) 1 To go to buy, — it may or may not be at a market 2 To go to a particular market, it may be in search of somebody whom he wants
 (f) 1 He is a blacksmith 2 He works in iron fetters
 (g) 1 He is a carpenter 2 He works in the forest

CHAPTER XX

ONE WORD FOR A NUMBER OF WORDS A LIST OF ILLUSTRATIVE EXAMPLES

442 Give one word containing the Latin prefix 'in' (=not)—to express —(1) Incapable of being heard (2) Incapable of being read (3) Incapable of being repaired (4) Incapable of being accomplished (5) Destitute of knowledge— (1889)

Ans Inaudible. Illegible. Irreparable Impossible or impracticable. Illiterate or ignorant.

443 Supply one word for the words in italics (1877) —This is *not to be believed* Paper *to write on* A document that has been written with the hand Handwriting that cannot be read Behaviour that is not natural A man who lacks courage A wound that causes death A monster that inspires fear in others A habit that clings to one through life

Ans This is *incredible* Writing paper Manuscript Illegible Unnatural behaviour A timid man A mortal wound A dreadful monster An *in*terate habit

444 Supply one word for the words in italics — A proceeding *contrary to law* A fight attended with great bloodshed A victim *free from guilt* An impression *never to be effaced* A danger that cannot be avoided Fury that nothing could check Arguments *which it is impossible to reply to* His friends found fault with his conduct. A conduct that is above all censure

Ans Illegal Bloody or sanguinary Innocent Indelible Unavoidable or inevitable Irresistible. Unanswerable, or unrefutable Censured Irreproachable, or unimpeachable

445 Supply one word for the words in italics — Anger that cannot be allayed Conduct worthy of censure Hatred not to be appeased Conduct *deserving of praise* Arguments *apparently sound* A person apt to believe easily A disposition ready to catch at faults A theory or a belief no longer acceptable Conduct that cannot be corrected A person destitute of moral principles Strength that has no equal He is full of hopes about his brother's success A project that cannot be accomplished by means at command

Ans Unappeasable Culpable, or reprehensible, or blamable, or blameworthy Implacable. Commendable Plausible. Credulous Captious An exploded theory Incorrigible Unprincipled or unscrupulous Matchless Sanguine. Impracticable

446 Give one word for the italicised expressions —A disease *beyond remedy* A beginning *showing signs of success* A student *well versed* in English A disposition *easily made angry*

A style free from affectation To keep company with a person
 He was sent out of his country We have long kept a mutual
 intercourse by letters A residence of princes Conduct betraying
 great want of judgment His difficulties were represented as much
 greater than they really were A belief that is held by all

Ans Incurable. Auspicious Proficient Irritable. Unaffected
 Associate Banished Correspondence. Palace. Rash Exag-
 gerated Universal

447 Substitute single words for the following itali-
 cised expressions in — They offered me help of their own accord
 Events occurring at the same moment Events belonging to the same
 period of time A fact that cannot be gainsaid Frugal expenditure
 of money A mountain incapable of being approached The prisoner
 was declared innocent A choice between two things A person
 who suels in business

Ans Voluntarily Simultaneously Contemporany Indisput-
 able Economy Inaccessible. Acquitted. Alternative. Bankrupt.

448 Give single words for the following expres-
 sions — A substance liable to take fire and burn (=combustible)
 A person having a large body (=corpulent) To pass into the
 state of vapour (=evaporate) Capable of being explained (=ex-
 plicable) Wood easily bent (=flexible) A substance easily broken
 (=fragile, brittle) Existing only for a day (=ephemeral) A
 substance pleasant to the palate (=dainty) The original inhabit-
 ants of the country (=aborigines) A hero terrible to foes (=re-
 doubtable) A leader who has influence over the people (=popular)
 He is a hater of mankind (=misanthrope) A being who knows
 everything (=omniscient)

Ans The answer is to be found in the question itself as above

449 Substitute single words for the following —
 One who eats to excess (=glutton) Incapable of being perceived
 by the touch (=impalpable) A son born after the death of the
 father (=posthumous) Beings possessing no body (=incorporeal)
 Plants growing naturally in a country (=indigenous) All men
 are capable of committing errors (=fallible) Difficulties that can-
 not be overcome (=insuperable, insurmountable) Conduct that is
 incapable of being justified (=indefensible, or unjustifiable) A
 fort incapable of being taken or seized (=impregnable) Remarks
 inappropriate to the subject under discussion (=irrelevant) Want
 of knowledge (=ignorance) One who feigns that which he is not
 (=a hypocrite)

Ans The answer is to be found in the question itself as above

450 Give one word for the words in italics (1879) —
 A character without a single blemish To bring to nothing To
 turn into stone To root out A substance that can be seen through
 A substance that cannot be seen through

Ans Spotless or faultless or immaculate. To cause to vanish
 Petrify Eradicate. Transparent. Opaque.

BOOK FOURTH.

GRAMMATICAL IDIOM IN RELATION TO SOME SPECIAL WORDS OR CLASSES OF WORDS

CHAPTER I.

THE ARTICLES

451 Explain and illustrate the difference between 'a' and 'one'

Ans *One* calls attention to number rather than the class, *A* to the class or species rather than to the number *A* man (= not a woman or a child) *one* man (= not two or more)

452 Place the proper article before—*cwe*, *unit*, *university*, *eulogy*, *useful*, *European* State the rule that is applicable to the several cases

Ans The article 'a' is to be used before each of the given words The rule here applicable is—*A* is used before vowels having a *y* sound

453 Is the form '*an one*' correct? Why?

Ans *A one* is the correct form The article *a* is placed before vowels having a *w* sound

454 Are the forms '*a M A*,' '*a F A*' correct? Why?

Ans The correct forms are '*an M A*,' '*an F A*,' for *an* is used before consonants having a *vowel* sound

455 Place the proper articles before—*historical*, *hotel*, *herbic*, *heretual*, *habitual* Give reasons

Ans The article *an* is to be used before each of the words The rule is —'*An*' is used before *h* silent, or before '*h*' sounded, provided that the accent is (as in the above cases) on the second syllable

456 '*A*' is sometimes placed before expressions having a collective meaning Give examples What is the number of the verb agreeing with the nominative in such expressions?

Ans *A hundred* rupees, *a thousand* men, *a great many* apples, *a dozen* hens *many a* man In all the above examples except the last, the verb must be in the plural Thus we say "*a great many men were killed*" but "*many a man was killed*"

457 Explain the use of 'a' in the following —(1) He is *a Mukerjee* (2) He may be *a Newton* or *a Herschell* (3)

A Daniel is come to judgment. (4) Poverty is a *virtue* (3) He has a *great respect* for me. (6) This is *pure gold*

Ans (1) One of the Mukerjee family (2) One like, or one as profound as, Newton or Herschell (3) One like Daniel, i.e. as great a judge as Daniel was (4) A particular kind of virtue (5) A great amount of respect (6) A kind of gold, that is pure.

458 Explain the force of articles in — (1) Two of a trade can never agree. (2) Not a man among you knows this (3) The cloth is selling a *rupee a yard* (4) I am imized to a *degree* (5) He is a better painter than a musician (5) He is a better painter than musician

Ans (1) One trade (2) One man (3) One rupee each yard (4) Some great degree (5) He is a better painter than a musician is a painter (6) He is a better painter than he is a musician

459 The definite article is placed before certain geographical names Specify them

Ans The Definite article is used only before the names of rivers, gulfs, seas, oceans, groups of islands (e.g. the Azores, the Philippines), mountain ranges (the Himalayas, the Alps), before names descriptive of countries (=the Punjab, the Deccan, the Carnatic), before compound and descriptive names (=the Bay of Bengal the Cape of Good Hope)

460 Specify and illustrate the general uses of the definite article

Ans 'The' is used —

(1) To mark a species or class The horse is a noble animal (class of animals called horses, as distinguished from other classes of animals)

(2) Before a common noun already stated or spoken of I saw a man in the street. The man was a merchant

(3) Before noun defined by an adjective clause The house that I built

(4) With the names of professions —the Bar, the Church (=the profession of a lawyer, or of a clergyman), the army (=the profession of a soldier)

(5) With a national name to describe a people collectively, the expression having a plural signification —The English are a commercial people, the French, the Chinese

(6) Before names of ships—The Sir John Lawrence, the Umila (=name of a ship)

(7) Before adjectives to denote a whole class, the expression having a plural signification The virtuous are happy, the poor are miserable

(8) Before adjectives to express an abstract idea, the expression having a singular force, "We ought to prize the true (i.e., truth) above the beautiful (i.e. beauty)

(9) *To give common nouns the meaning of abstract* "He has the patriot in his heart" (=the feeling of patriotism) "Let us subdue the beast in us" (=the nature of the beast=the animal nature)

(10) *Before the names of certain diseases* The gout, the measles

(11) *Before a common noun to apply to one individual to mark his superiority over others of the same class* He is the mathematician of the age (=the greatest mathematician) Kalidasa was the poet of his times (=the greatest poet)

461 Specify and illustrate the Exceptions to the rule that proper nouns take no article

Ans Proper nouns take articles before them —

(1) *To distinguish a group* The Tagores The Mukerjees of Utoppara He is a Bose (=one of the Bose family)

(2) *To indicate likeness to a noted person or thing* He was the Homer of his age (=as great a person as Homer) He is a Napoleon in valour (=a person resembling Napoleon)

(3) *Before names of certain books* The Vidas, the Bible, The Ramayana, the Koran

462 Specify and illustrate the Exceptions to the rule that abstract nouns take no article before them

Ans Abstract nouns take articles when they have a particular or restricted and concrete application, in which case they are no longer abstract names but concrete and common

Ex He is guilty of a carelessness of which he should be ashamed (=a piece of carelessness) What a pity! (=a pitiful circumstance) The love of money = That special kind of love, viz., of money

463 Do Collective Nouns dispense with the article? Explain fully

Ans No, they do not, except in the case of the following — mankind, society, posterity, people, government and parliament when they are used in a general sense But if they are particularised, they can take the as well as an or a No one can do without society He belongs to the society of Quakers

464 Specify and illustrate the Exceptions to the rule that material nouns take no article

Ans Material nouns take no articles except —

(1) When particular varieties : *e* distinct kinds of the thing are meant. This is a pure gold (=a kind of gold) This is a good rice (=a kind of rice) The gold of Australia (=The particular kind of gold found in Australia) The bamboo is a grass (=a special variety of grass)

(2) When detached portions : *e* distinct parts of a material are meant. It is a glass (=a piece of glass), a hard stone (=a piece of stone)

(3) When things made of the material are meant. *Tins* = Tin-utensils, *papers* = newspapers.

465 Correct, so as to use the proper articles, —

(1) God made the country, and the man made the town.

(2) This is a fine poetry

(3) The poetries of Goldsmith

(4) He is the student of Berhampore College.

(5) This is not a good sugar

(6) The gold is heavier metal than the silver

(7) Ant is an industrious creature.

Ans (1) Omit *the* before *man* (2) Omit *a* before *fine* We may, however, say—a fine *piece* of poetry (3) The poems of Goldsmith (4) *A* student of the Berhampore College. (5) Omit *a* before *good* Gold is a heavier metal than silver (7) *The* ant is an industrious creature.

466 Grammatical Idiom in connection with the Articles *

To write *English*, i. e. the language *The English* are practical i. e. the people *The English* of an essay is good i. e. the style Once a year (=each) If a man love me, he will keep my commandments (=any) He sent a man before them, even Joseph (=one in particular) It is good for a man to be afflicted (=every) He is a Johnson (=of the family of Johnson) He is a Nero (=a tyrant) A Mr Thompson spoke (=one little known, not much thought of)

I met a boy, not a girl. I met one boy, not two That which few believe is incredible, that which a few believe is not incredible

We are indifferent to that about which we think little, we are not indifferent to that about which we think a little

He is a better soldier than scholar i. e. if you assign to him, one and the same person, two spheres of work, viz, that of a soldier and that of a scholar he will do better in the former than in the latter He is a better soldier than a scholar, i. e. if you assign one and the same sphere of work, viz, that of a soldier, to two persons, to him and to a scholar, he will do better than the scholar A blue and yellow flag which is both blue and yellow. A blue and a yellow flag means two flags, of which the one is blue and the other yellow

A secretary and treasurer is one man holding two offices A secretary and a treasurer means two men, each holding one office.

A B A, an M A European, such a one, a once-beloved friend, a usurper, a use, a useful book, a unit, a united family, a union, a university, a unanimous decision

A history, an historian A hero, an heroic act A habit, an habitual vice. A harmony, an harmonious sound. A hyperbolic expression, an hyperbole A hypothetical position, an hypothesis.

In haste in a hurry.

At school = under instruction, *at the school* = at a particular school

Man who is born of woman (*true of all men*) is of few days
The man who endures to the end (*not true of all men*), shall be saved

Virtue is opposed to vice; justice is a *virtue*, the *virtue* of justice. *Not the quality, but the merit*, of the visitors *An orange rather than an apple. The levity as well as the loquacity* of the Greeks

Leaving town In church Going to school The punishment of fine

A rather cursory persual, *not rather a cursory* So good a man. There is still a nobler occasion (*ε e* not mentioned yet) There is a still nobler occasion (*ε e* by an additional degree)

At sea To go to sea. Adjacent to the sea. Brought by sea Wrought by the sea. In the sea On the sea Upon the sea. Along the sea. Toward the sea. blowing from the sea Derived from sea. Of the sea. The sea A heavy sea On land Away from land Within the land In the land of Nod. Land and water

At heart By heart Take to heart Affection of the heart Having a heart. The shape of a heart

At hand. At the hands of At second hand Carry by hand Borne by the hands of men. Pledge by the hand For the hand. From hand to hand In hand. Hold in the hand In the hands of the treasurer On hand Pour on the hands of On the one hand With the hand. Lend a hand Give the hand Put the hand to Lay hands on Under the hand of. Have a hand in. Lift the hand against. Change hands Have hands Use the hands Wash the hands Go hand in hand

The loss of property A heavy loss Bear a loss Be at a loss

A man of truth. Tell the truth In truth. Of a truth.

Go home The home of war. At home Without a home In view To the view A just view With a view to With the view of

A son of The eldest son of Son to. A son to (=regarded as such)

In hearing of a man (you hear) In the hearing of a man (he hears) Obtain a hearing. Within hearing Dull of hearing.

The Bible The Matthew In the Gospel The vedas The Puranas. In the Iliad In Homer In Homer's Iliad In the

Iliad of Homer In *Hamlet* In *Macbeth* In *As you like it*
 In *the Merchant of Venice* *The Ramayan* *The Mahabharata*
The Punjab *The Carnatic* *The Deccan* *The Northern*
Circars *The North America*. *The Berars* *The Himalayas* *Mount*
Ararat *The celebrated Mount Ararat*. *The Maldives* *Ceylon*
The dedicating of the altar *Dedicating the altar* *A thousand*
All the more *The principal feature* (not a) *The best boy*
 (not a)

Opinion of *counsel* The relation of *master and servant* He
 became *professor* of Mathematics Mr—, professor of Mathe-
 matics, is absent *The professor of Mathematics is absent*

CHAPTER II

GRAMMATICAL IDIOM IN CONNEXION WITH THE NUMBER OF NOUNS *

467 A four *wheel* chaise, a three *foot* rule, a thirty *pound*
 note, an eighty *gun* ship, the eighteen *penny* gallery, the thousand
pound prize, a twelve month, a *fortnight* *Breech*=the lower part
 of the body behind, *breeches*=a garment. *Snuffer*=one who
 snuffs *Snuffers*=an instrument.

468 *Measle*=a leper *Measles*=a disease. *Grounds*=estate,
 sediment at the bottom of liquors *Orders*=holy orders To take
orders=to become a deacon or a priest. *Airs*=an affected manner
Respects=an expression of respect *Spectacles*=eye-glasses *Va-*
pours=a nervous disease *Honours*=university distinctions *Stocks*
 =property consisting of shares in the obligations of a government
 for its funded debt, also the frame on which a ship rests while
 building *Effects*=goods *Sweepings*=rubbish *Irons*=fetters
Sands=tracts of land consisting of sand *Draughts*=a game
Colours=flags *Scales*=an instrument for weighing *Soundings*
 =any depth of water where a sounding line will reach the bottom
Marches=the frontier of a territory *Spirits*=distilled liquors
 having much alcohol

469 At *times* he reads, at other *times* he rides At one
time—at another *time* Good *times*, bad *times* Hard *times*
 Dull *times* Modern *times* Ancient *times* The signs of the
times Poor *folks* The old *folks* The young *folks* As *things*
 are Money-matters As *matters* stand In these *circumstances*
 Follow the *footsteps* By no *means* At *intervals* In *arms*
 By *turns*,—in *turn* Turn the *tables* At all *events* First *fruits*

, *Adapted from the 'Indian Student' of 1877—78

Behind the *scenes* Sow the *seeds* of dissension Cast *lots*, cast
 in one's *lot* with Tear to *pieces* Scatter to the *winds* Pluck
 up by the *roots* Sap the *foundations* of At one's fingers' end
 To the *ends* of the earth, to the *end* of time Over *head* and *ears*
 Come to one's *ears* In the *clouds* Out of *doors* Within *doors*
 Before one's *eyes* With rapid *strides* Take to one's *heels*
 Within *bounds* To rack one's *brains* Speak *volumes* Have
 one's *doubts* On all *hands* Tie the *hands* On one's *hands*
 Out of one's *senses* In plain *terms* Come to *terms* Open the
lips Tell *tales* To enter into *particulars* At all *hazards* To
 husband one's *resources* Odds and *ends* Gird up one's *loins*
 Take on one's *shoulders* Lay *heads* together Consult the *wishes*
 of Enlist under the *banner* of Come to *blows* Enter the
lists Do *wonders* Flourish the *trumpets* Having seen better
days On the first *summons* Stand on one's *legs* Tear asunder
 one's *bonds* On one's *knees* Pull the *strings* Keep *accounts*
 Free of all *demands* The heart of *hearts* A sea of *troubles*
 Bless one's *stars* Make *paces* at Good *heavens* Send one's
compliments Make *advances* Win the *afflictions*. With the
 best *intentions* With a good *intention* Ring the *praises* of
 Extol to the *skies* To get for one's *pains* only kicks Give *alms*
 Telling of *beads*

470 The ways of the world *Advices*=information as to the
 state of affairs In the sense of 'counsel' we may say, a few words
 of *advice*, but never '*advices*' *Ancients*=rulers, as, "The *ancients*
 of his people" also as opposed to the *moderns* *Antiquities*=any
 remains of ancient times *Appointments*=a special grant, also
 equipment *Approaches*=works thrown up by besiegers The
assizes=sessions of the court of assize, also the time or the place
 of holding the court *Bettors*=superiors *Boards*=the stage in
 a theatre Call down *curses* on the head of Hurt the *feelings*
 To be at *daggers* drawn The Eden *gardens* Do the *honours*
 On *stilts* Raise *expectations* In *tears* Out of *sorts* Receive
 with *cheers* Within the *confines* of In good *spirits* The *ills*
 that flesh is heir to *Ins* and *outs* A bed of *roses* Meet one's
expenses On all *accounts* Strict in *morals* Save *appearances*
Arrears of rent Under the *auspices* of *Accidents* of the parts of
 speech, as gender, number and case The *stings* of conscience.
 Hide one's *talents* under a bushel In the good *graces* of Pour
 oil on troubled *waters* His *earnings* At cross *purposes* To
 cross *swords* Head *quarters* Take the bull by the *horns*
 Hold one's *arms* To live by one's *wits* To bandy *words* To
 all *intents* and *purposes* Odds and *ends* Second *thoughts* Be
 on *guards* By slow *degrees* Of retired *habits* Cast to the
dogs Clip the *wings* of *Thunders* of applause Snap one's
fingers at Giving *thanks* *Ups* and *downs* Let *bygones* be
bygones *Delicacies* of table Without respect to *persons* *Bowels*
 drawn *Bonds*=imprisonment *Brasses*=articles made of brass

Chambers = a private place where a judge hears cases and does other business *Charges* = costs, rent etc. imposed on an estate *Damages* = compensation *Elements* = the bread and wine used in the eucharist, *elements* of geometry (= the fundamental principles) *Elements* = the whole material composing the world *Flowers* of sulphur (= in the form of a powder) *Forces* = troops *Glasses* = spectacles *Gripes* = pain in the intestines *Hangings* = tapestry *Humours* = whims *Iambics* = ancient satires *Lengths* = a superficial measure as, large *lengths* of seas and shores *Letters* = learning *Mysteries* = secret religious celebrations

Necessaries, necessities = requisites *Notes* = a writing intended to be spoken from, as, 'To speak from *notes*' *Parts* = talents *Quarters* = place of lodging *Rags* = mean dress

The sex = the female sex. *The fancy* = those who exhibit a special taste or fancy, as for sporting, boxing etc

The horrors = delirium tremens *The line* = the equator *The masses* = the people in general

Never say, '*informations*', '*furnitures*' *Pieces* or *items* of *information*, *pieces* or *articles* of *furniture*, may be used if necessary

No such *thing* Have no *relation* to Turn the *scale* Take *exception* to Deserving of *praise* Trample under *foot* Lie at one's *door* The evil *eye* Bend the *knee* Stand on *ceremony* To one's *taste* After one's *fancy*, Do *service* Make *allowance* for

CHAPTER III.

MODE OF ASKING QUESTIONS

471 State and illustrate the rule for the correct mode of asking questions

Ans

Rule First

Where a sentence is *directly* interrogative and has *only one* finite verb (e g Do you know him?), the following rule holds good —If the sign of the question is an interrogative adverb (e g *when, how, where, &c*) or an interrogative pronoun (e g *who, which, what*) put the nominative between the auxiliary and the principal verb (or if no auxiliary should be used, put the nominative after the finite verb)

Illustrations

(a) *Incorrect*—When the battle was fought?

Correct—When was the battle fought?

- (b) *Incorrect*—What books you read ?
Correct—What books do you read ?
- (c) *Incorrect*—Why I am wrong ?
Correct—Why am I wrong ?
- (d) *Incorrect*—How he succeeded ?
Correct—How did he succeed ?
- (e) *Incorrect*—When you intend to go to England ?
Correct—When do you intend to go to England ?

Rule Second.

Where a sentence is *directly* interrogative and has more finite verbs than one, *Rule 1* holds good with reference to the finite verb in the principal clause, while with regard to the other verbs, the ordinary rule that the nominative comes before the auxiliary and its verb remains in force.

Illustrations

- (a) *Incorrect*—Do you know where is Mr S ?
Correct—Do you know where Mr S is ?
- (b) *Incorrect*—Do you know why was your brother punished ?
Correct—Do you know why your brother was punished ?

Rule Third

Where a sentence is *not directly* interrogative (*e. g.*—Kindly tell me your name), the ordinary rule that the nominative comes before the auxiliary and if verb holds good, whether the number of finite verbs in the sentence be one or more than one

Illustrations

- (a) *Incorrect*—Tell me where does he live ?
Correct—Tell me where he lives
- (b) *Incorrect*—Tell me where is he ?
Correct—Tell me where he is

472 Illustrate the Meaning of 'Yes—Sir' and 'No—Sir, in answer to a Negative (1885)

Ans (a) Did you not see me yesterday?—*Yes Sir* = I saw you yesterday (b) Did you not see etc —*No, Sir* = I did not see you yesterday

CHAPTER IV.

HOW TO USE—MUCH, VERY, TOO &c

473 State and illustrate the general rule for distinguishing 'Much' from 'Very'

Ans The General Rule is that adjectives in the positive degree and adverbs in the positive degree take *very*, while adjectives in the comparative degree and participles prefer *much*

Illustrations

- i This question is *very difficult*
- ii His health is *very bad* (or *much worse* than before)
- iii This is not *very pleasant*
- iv I am *much pleased* with him
- v It is *very cold* to day
- vi He can do his work *very quickly*

474 State and Illustrate the rule of distinguishing 'Much' from 'Many' when they are used as adjectives

Ans *Much* when an adjective is used with *nouns of matter* to denote *quantity of matter* *Many* denotes *number* Hence the following are correct forms —*much money, many rupees, many poems, much poetry, much rain, much fuel* *N B*—The phrase *many fuels*, however, is allowable when many different kinds of fuel are meant (See Q. 350)

475 Distinguish between 'little' and 'few'

Ans *Little* refers to *quantity of matter*, *few* refers to *number* Hence the following are correct forms —*little money, few rupees, little fuel, few sticks, little rice, few seers of rice, little poetry, few poems*

476 Distinguish between little and a little few and a few

Ans *Little money* (=hardly any), *a little money* (=at least some) *Few rupees* (=hardly any), *a few rupees* (at least some)

477 State and Illustrate the Rules for distinguishing 'too' from 'very'

Ans

Rule First

Very is used to denote *a high degree* of a quality *without reference to any particular standard*

Too may be used to denote defect from, or, excess over, *a given fixed degree, i e, an expressed standard*

Illustrations

i The mango is *very sweet* (=possesses the quality of sweetness in a high degree)

ii The mango is *too sweet to be tasted* (=is so sweet that it cannot be tasted) Here a *fixed limit* of sweetness has been stated, *viz*, that limit beyond which mangoes cannot be tasted

iii It is *too hot* for work to day =it is so hot that work cannot be proceeded with to day The fixed limit is here stated—*viz*, the limit beyond which work cannot be done.

iv It is *very hot* for work to-day implies that though the heat is great yet work will be proceeded with

Rule Second.

Even where the *limit* required by *too* under Rule I is not expressly stated, *too* is used in a *special class of cases*, to mean excess over or defect from, a *supposed standard* or limit,—namely *what is enough, just, right, convenient, fitting or desirable*

Illustrations

- i This box is *too large* (=larger than is necessary)
- ii Your clothes are *too short* (=shorter than is convenient).
- iii You are *too kind* to him (=more kind than you should be)
- 478 Correct or justify, stating reasons —
- i I am *very* weak to walk
- ii The day is *too* hot
- iii Music is *too* delightful
- iv I am *too* glad to see you

Ans i *Very* should be *too*, since the meaning is—I am so weak that I *cannot* walk If *very* be retained, the sentence would imply that the person is actually walking though he feels that he is not quite able to walk (Rule I)

ii *Too* should be *very*, because *too* implies a limit and there is no limit stated here (Rule I)

iii *Too* should be *very* (Rule I)

iv *Too* should be *very* If *too* be retained the sentence would mean—I am more glad than I should be to see you (Rule II) which is evidently not the intended meaning

479 Explain the phrases—*Much too* and *too much*
Illustrate fully

Ans *Much too* denotes great defect from, or great excess over, what is required The phrase is always followed by an adjective or an adverb but never by a noun Thus we say—the box is *much too small* or *much too large* or he is *much too highly* praised, but never ‘much too heat.’

Too much = Exceedingly great The phrase is always followed by a noun but never by an adjective or an adverb Thus we say—*too much heat*, but never ‘too much hot.’ Hence the following are incorrect —

(a) He is too much weak to walk (b) The box is too much small (c) He spoke too much loudly In each case the correct phrase is *much too*

CHAPTER V

THE PRESENT PERFECT TENSE

480 State and illustrate the most important rule regarding the use of the Present perfect tense

Ans

Rule First

The Present Perfect Tense denotes, among other things, "*the present state of a completed action*," or, in other words—that an action has been completed (in some past time) and that *the state of things* caused by it extends up to the present time.

Illustrations

i The Roman Empire *has passed away* This is correct because the passing away of the Roman Empire still continues (there being no Roman Empire at present existent)

ii Russia *has founded* an Empire in the East. This is correct because the Empire having been founded in the East still exists and belongs to Russia.

iii The *suttee* system *has been* abolished Correct—because the *suttee* system having been abolished still remains abolished

iv "Cicero *has written* orations" Correct, because the orations, having been once written still continue in that state to exist & the orations are still extant.

v "I *have been* a great sinner" The sentence is correct, because the *state of things* or the results following from my having been a great sinner still continue, & c—I am still suffering from the consequences of my sin

vi My friend *has been married* thrice. Correct because the friend once having been married still continues in that state & c is still living

Rule Second

Since the Present Perfect Tense expresses the present state of a completed action, it cannot be qualified by an expression denoting *time past and gone* & c—*ago, yesterday, last year, last evening* &c

Illustrations

i He *arrived* an hour ago Don't say 'has arrived an hour ago'

2 I *received* your letter day before last 'I have received your letter day &c.' would not be correct

Rule Third.

An expression containing reference to some past time may be joined with the present perfect tense, *provided that the action denoted by the predicate extends up to the present time*

Illustrations

I He *has been* ill since Monday last "Since Monday last" = From Monday last down to the present time, the sentence is therefore correct

II He *has been* working hard for me *for the last four years* The sentence is correct if the meaning is that he is still engaged

CHAPTER VI.

THE SEQUENCE OF TENSES

481 State and illustrate the rule for regulating the sequence of the Tenses in a complex sentence

Ans

Rule First

If the verb in the principal clause is of the Past Tense, the verb in the dependent clause should be of the Past Tense—*N B*—The Past here includes the Pluperfect Tense

Illustrations

I He *wrote* to me when I *was* ill

II He *said* that he *was* not wrong

III I *was* so weak that I *could* not move about

IV When I *called* at your house, I *found* that you *had gone out* In this case *had gone out* is correct because the 'going out' had taken place before my calling at his house

Rule Second

If the verb in the principal clause be of the Present or the Future Tense, the verb in the dependent clause should be of the Present, or of the Past, or of the Future, according as the action predicated in the dependent clause is continuing, has been completed, or is about to take place—*N B* The Present tense here includes the Perfect

Illustrations

I He *says* that Ram *has* passed

II He *will* ask me why I *did* not go to see him

III *Have* you heard that he *will* be dismissed?

IV I *believe* he *was* ignorant of the matter

Rule Third

When the dependent clause states a universal truth, the verb of that clause is always put in the present tense

Illustrations

I He *knew* that honesty *is* the best policy

- 11 He *will be* soon convinced that no one *is* infallible.
 111 Every one *knows* that man *is* mortal

Rule Fourth

The indefinite form of the Infinitive Mood (= *to see, to go*) may be used with any tense of the principal verb

I hope, have hoped, hoped or shall hope *to see* you. I find, found etc., him *to be* in the right

Rule Fifth

The complete form of the Infinitive mood (= *to have seen, to have gone*) must be used when the act expressed by the Infinitive is completed before the time expressed by the principal verb

He appears, appeared, or will appear *to have been* right See Q 146, 147

482 In each of the following examples, say whether the verb in the dependent clause is right or not and if it is not right, correct it —

- (a) He did not say when he will return
- (b) The clerk did not write that the letter is lost
- (c) My father informed me that the servant has fled with the money
- (d) What made you say you are not going to the fair?
- (e) The teacher gave me a prize that I may work hard next year
- (f) He asked me why I wish to go away soon
- (g) I was informed that he had been reading a novel
- (h) The doctor affirmed that fever always produced thirst.
- (i) I fear th it you were displeased with me yesterday
- (j) He lends me his book that I might be saved the expense of buying one
- (k) He came that he may see me.
- (l) I was sorry to find that I have displeased him
- (m) We shall soon know what progress he has made.
- (n) We heard to day what progress he has made.
- (o) Did you inform the Magistrate that he has been transferred to Dacca?
- (p) Our pleader informed us that we have lost the suit
- (q) I shall report to the Commissioner that the people of Dacca were not to blame in the matter
- (r) He taught me that good deeds were never lost.
- (s) They told me that my brother was very fond of his books
- (t) The thief confessed that he has stolen the watch
- (u) The teacher will ask why I have not learnt my lesson
- (v) You will hear from him that I was his private tutor
- (w) He explained to me that the earth is round
- (x) The ancients knew that the earth is flat.
- (y) He admitted that all men were liable to error

- (z) When I was a boy he used to tell me that I will be a great man when I grow up
 (za) Have you heard that there was a destructive fire in Calcutta yesterday?
 (zb) He informs me that he had left the place before you went there
 (zc) The passengers shouted that water is coming into the ship, but the Captain assured them that there is no danger
 (zd) You will hear that war has been declared, and that the struggle is likely to prove bloody and obstinate
-

CHAPTER VII

HOW TO CONVERT ACTIVE FORMS INTO PASSIVE AND VICE-VERSA

483 State and illustrate the Rules for converting active forms into passive

Ans

Rule First

When the verb has only a direct object, make the object of the action the nominative of the new sentence, change the verb into the corresponding passive voice, and make the agent or the original nominative an extension of the predicate using the word *by* before it

Thus —He struck me (*active*) = I was struck *by* him (*passive*)

Rule Second

When the verb has a Dative Object as well as a Direct Object (see Q. 84, 85) either of the two objects may become the subject of the verb in the passive form while the other is *retained* as object (see Q. 85)

Thus —They refused him admission (*active form*) = He was refused, admission (by them), —or— Admission was refused him by them (*Passive form*)

Exceptions

'He gave me to understand that I should not expect favour at his hands' can be changed *only in one way* = 'I was given to understand by him that I should not &c'

Rule Third

When the verb has two objects, one a Direct object and the other an Indirect object (which must be, however, a Factive Accusative and not a Dative), (see Q. 87) only the Direct object becomes the nominative in the passive sentence. In such a case only one passive form is possible. *Compare Rule second above*

Thus — 'They made me their *king*' (factitive accusative) = I was made their king (*Passive*) by them

Rule Fourth

When the nominative in the active form is an abstract, a material or a neuter noun some other preposition instead of *by* must be used after the verb in the passive sentence. *Compare Rule I*

Illustrations

(i) His conduct irritated me (*active*) = I was irritated *at* his conduct (*passive*)

(ii) This does not surprise me (*active*) = I am not surprised *at* this (*passive*)

Rule Fifth

In the case of what are called *Compound verbs* (see Q 126), the verb and the preposition attached to it must go together when the active sentence is changed into the passive form

Illustrations

(i) I *laughed at* him (*active*) = He was *laughed at* by me (*passive*)

(ii) I shall *attend to* your order (*active*) = Your order will be *attended to* by me (*passive*)

(iii) I don't wonder *at* this = This is not wondered *at* by me

(iv) We came to the resolution = The resolution was come to by us

(v) They despaired of his life = His life was despaired of by them

483A Convert the following into their passive forms —

(1) The conqueror offered them their lives

(2) Your teachers expect you to pass the examination

(3) Touch me *at* your peril

(4) I do not wonder *at* it.

(5) This book gives much useful information

Ans (1) They were offered their lives by the conqueror — (*Rule Second*) Or — Their lives were offered them by the conqueror (*Rule Second*)

(2) You are expected by your teachers to pass the examination (*Rule First*)

(3) I am to be touched by you at your peril (*Rule First* See Q 134)

But it is more elegant to say — Let me be touched *at* your peril.

(4) It is not *to be wondered at* by me (*Rule Fifth*)

(5) Much useful information is given *in* this book (*Rule Fourth*)

483^R Convert the following into their passive forms —

- (1) Little satisfies me
- (2) I shall be compelled to yield
- (3) One would imagine he was insane.
- (4) Having crossed the bridge, they attacked the enemy
- (5) The king banished him the country

Ans (1) I am *satisfied with* little (*Rule Fourth*)

(2) Circumstance (*or*, my superiors , *or*, my enemies) will compel me to yield (*Rule First*)

(3) That he was insane would be imagined by *one* (=any person) It would be more elegant however, to say—'It would be imagined (by one) he was insane' For the *forward reference of 'it'*, *see Q 109*

(4) The bridge having been crossed by them, the enemy was attacked

(5) He was banished the country by the king Here we cannot have two passive forms (*See Rule Third*)

CHAPTER VIII.

CERTAIN PREPOSITIONS AND HOW TO USE THEM

484. Distinguish between 'In' and 'At' as regards the mode of using them

Ans (a) "*At* stands before a limited object which we may stand close by, while *in* stands before a more extended surface, which we are contained in" Thus *at* the market cross , *at* the fountain , but, *in* Bengal

(b) Again, as applied to time, *at* signifies a *moment or point of time*, while *in* signifies direction or space of time. We say—*at* 4 P M , *at* noon, *at* midnight,—but, *in* May, *in* 1888 We may, however, say *in* school , or *at* school

485 Distinguish between (1) By and with , on and over, as regards the modes of using them

Ans (1) *With* denotes the instrument with which a thing is done , *by* denotes the agent or doer of a thing The letter was written *by* me *with* a pen

(2) *On* implies actual contact, while *over* does not necessarily denote that We say—The book is *on* the table , but, the sky is *over* my head

486 Distinguish between In and to as regards the mode of using them.

Ans In speaking of the locality of places, *to* points out the direction towards which one must go to find out an object, while *in* shows the locality. Thus we can say—Hyderabad is *in* the south of India, but not “Ceylon is *in* the south of India,” because Ceylon is actually outside the limits of India. We should correctly say—Ceylon is *to* the south of India.

487 Distinguish between (1) *Into* and *in*, (2) *in* and *within*

Ans (1) Generally speaking *into* is used after a verb implying transmission, while *in* is used before a verb denoting rest in a place. ‘The cow *strayed into* my neighbour’s garden.’ ‘Flowers *grew in* my garden.’

(2) *In* and *within*, as applied to time are placed before words or phrases denoting a period of time. When thus used, *in* = after the lapse of the period of time, and *within* = before the end of the period of time. Thus the two following sentences—(a) He will come *in* an hour, (b) he will come *within* an hour—convey different meanings

CHAPTER IX.

HOW TO USE—*SINCE*

488 State and illustrate the rules for the correct use of ‘*since*,’ as applied to time

Ans

Rule First

Since should not be used before a phrase denoting a period of time. *e g* *four days, six years, 20 hours &c*

Illustrations

(i) ‘I have been ill *since* four months’ is incorrect, because *four months* is a period of time and *since* cannot be used before it. Hence the sentence when corrected stands thus —I *have been ill for* four months (or, *for* the last four months), if the intention to be conveyed is that I am still suffering. But if the idea to be conveyed be that my illness no longer continues but that it lasted during the four months immediately preceding the present time, the correct form would be—“I *was* ill *for* the last four months.”

(ii) ‘I was detained *since* these two years’ is incorrect. When corrected, it would stand thus —‘I was (or I have been) detained *for* these two years,’ according as the intended idea is—I am no longer detained, or I am still being detained.

Rule Second.

Since may immediately precede a word or a phrase denoting a *point of time* (as opposed to a period of time), *e g* —*Saturday*,

January noon 1879, seven o'clock, the time when you were born, yesterday, yesterday morning, the 16th instant, Wednesday evening, the time when the comet appeared

The whole expression consisting of *since* + the point of past time denotes the period of past time found by counting forwards from the point of past time till we arrive at the present moment of time

Illustrations

(i) '*I have been ill since last Saturday*'—is correct because *since* here precedes a point of past time namely 'last Saturday'. The phrase *since last Saturday* = the period of past time commencing on last Saturday and ending with the present moment of time. But as we have in the sentence the expression *I have been ill* (—an instance of present perfect tense), the meaning of the sentence is—
(1) My illness commenced on 'last Saturday' + (2) The illness having extended over the period of past time intervening between 'last Saturday' and the present time, still continues

(ii) '*I was ill for three days since last Saturday*'—correct (if it is intended to be said that I am no longer ill)

(iii) It is six years *since he was married* (= since the time he was married). The sentence is correct, because *since* comes before a point of time

Rule Third

Though *since* cannot stand before an expression denoting a period of past time, it may stand after it. The word *since* is then = *ago*. I saw Mahim two days *since* (= *ago*)

There lived many years *since* (= *ago*), a man named Peter

CHAPTER X

HOW TO USE—BEFORE, FOR, FROM, WITH EXPRESSIONS OF TIME

489 State and illustrate the rule for the correct use of 'Before'

Ans *Before* should not be used with an expression denoting a period of time. It may precede a point of time, whether past, present, or future. Thus the following are correct —

(1) I shall see you *before* the first of the next month (future time)

(2) He had sold his books *before* I could go to him (past time)

(3) They must be dead *before* this (before the present time)

490 State and illustrate the rule for the correct use of 'for' when used in the sense of *during*

Ans For in the sense of *during* may be used with any sense, except the *Present Progressive*, but only in connection with a space of time

Illustrations

- i I have studied Sanskrit *for* these two months (*correct*)
- ii I have been studying Sanskrit *for* these two months (*correct*)
- iii I studied Sanskrit *for* these two months (*correct*)
- iv We never say—I am studying Sanskrit *for* two months

491 State and illustrate the rule for the correct use of 'From' as applied to time

Ans From may be used with all the tenses, but only in connection with a point of time, and must be followed by *to*, *till* or *until*, in all cases except in that of the Perfect progressive or continuous form

Illustrations

- i I waited here *from* 4 *to* (or *till*) 6 P M, (*correct*)
- ii I am waiting here *from* 4 *to* 6 P M, (*correct*)
- iii I have been waiting here *from* 4 P M (*correct*) We do not here use *to* or *till*—P M, because the form *have been waiting* (Perfect Progressive) = *have been waiting up to the present time*
- iv I have been waiting here *from* 4 P M *to* 6 P M (*incorrect*)

CHAPTER XI

FIGURES OF RHETORIC

492. Distinguish between 'Simile' and 'Metaphor' Illustrate

Ans A *simile* expresses the resemblance which one thing bears to another of a different kind or species. The resemblance is expressed by *as*—*as*,—*so*, or, *like*. "He is *as* patient *as* Job" "A troubled conscience is *like* the ocean when ruffled by a storm"

A *metaphor* is a compressed *Simile*, that is to say—it makes a comparison without the signs of comparison. "A lamb *at home*, a lion *in the chase*" (= *metaphor*) As quiet as a lamb, as home, as brave as a lion in the chase (= *simile*)

493 Define 'Metonymy' Illustrate

Ans Metonymy puts —

(i) The sign for the thing signified. Ex — Gray hairs (= old age) should be respected.

(2) *The instrument for the agent* *Ex* —Cromwell set up Parliament by the stroke of his pen

(3) *The container for the thing contained* *Ex* —The kettle boils (= the water in the kettle).

(4) *The effect for the cause* *Ex* —The son is the father's hope in old age (= one who raises hope in the father)

(5) *The cause for the effect, e.g.* an author for his works I am reading Kalidasa (= Kalidasa's works)

494 Explain 'Synecdoche' Illustrate

Ans Synecdoche puts —

(a) *The whole for the part*, the smiling year (= spring)

(b) *A definite—an indefinite number of things* *Ex* —He earns his bread (= all the necessities of life)

(c) *The material of an object for the object* *Ex* —The glittering steel (the sword)

(d) *The abstract for the concrete* *Ex* —Old age (= old men) are garrulous

(e) *A part for the whole* Fifty sail (= ships)

495 Explain "Personification" Illustrate.

Ans By *personification* we convert inanimate objects or irrational beings into persons *Ex* —thirsty ground, the angry ocean

496 How do you convert metaphors into similes?

Ans By expressing at length the comparison implied by the metaphor, for which purpose make use of *as—so*, *as—as*, *like*.

497 Expand the following into similes —

(a) The crystal water

(b) The path to fame is rugged

(c) Infancy is the dawn of life

(d) Snow clothes the ground

Ans (a) The water *as* clear *as* crystal

(b) *As* it is difficult to tread rugged ground, *so* it is very difficult to obtain fame

(c) *As* dawn is the beginning of the day, *so* infancy is the beginning of life.

(d) *As* a garment clothes the man, *so* snow covers the ground.

498. Expand the following into similes —

(1) The ship ploughs the sea

(2) The sovereign is the pillar of the state

(3) Kalidasa is the Shakespeare of India

Ans. (1) *As* the plough turns up the land, *so* the ship acts on, the sea

(2) The sovereign *like* the pillar supports the state. *or* — Just *as* the pillar supports the edifice, *so* the sovereign supports the State

(3) *As* Shakespeare is the first poet of England, *so* Kalidasa is the first poet of India

CHAPTER XII.

HOW TO CONVERT ASSERTIVES INTO INTERROGATIVES AND VICE-VERSA

499 State and illustrate the rule for the conversion of assertive sentences into interrogatives and vice-versa

Ans When no information is wanted, but an admission or a denial is to be expressed, *the affirmative becomes negative in changing from the interrogative form into the assertive*, and the negative becomes affirmative in changing from the assertive into the interrogative form. Thus when we say—'*Is not this boy innocent?*' we expect not an information but the admission that he is innocent

500 Convert the following into their interrogative forms —

(a) Pleasure is not to be pursued at the expense of health

(b) From infancy to manhood is rather a long period

(c) No man of sense will approve of it

(d) There is on earth no gem so precious as the human soul

Ans (a) Is pleasure to be pursued at the expense of health?
(the expected answer = no)

(b) Is not the period from infancy to manhood a rather long period? (= yes)

(c) Will any man of sense approve of it? (= no)

(d) Is there on earth a gem so precious as the human soul?
(The answer expected = no)

501 Convert into their assertive forms the following —

(1) Will any one venture to maintain this?

(2) What is the world if it affords only solitude?

(3) Do you leave such a matter in doubt?

Ans (1) No one will venture &c

(2) The world is nothing if it affords only solitude.

(3) You should not leave such a matter in doubt

502 Convert the following into their interrogative forms —

(a) You are a greater loser than myself

(b) He swore that he would force Harold to keep his oath

(c) It would be unjust that I should suffer for other people's misconduct

Ans (a) Are you not a greater loser than myself? (expected answer = yes)

(b) Did he not swear that he would force etc? (expected answer = yes)

(c) Would it not be unjust that I should etc? (= yes)

503 Convert into their assertive forms the following —

- (a) Was it not he that spoke thus ill of you ?
- (b) Did he not write to you about the matter ?
- (c) Did he not come by the bridge ?

Ans (a) It was he that spoke etc

(b) He wrote to you about the matter

(c) He came by the bridge.

CHAPTER XIII.

SENTENCES TO BE COMMITTED TO MEMORY
AS SPECIMENS OF THE IDIOMATIC USES OF
'SHOULD' AND 'WOULD'

- 504 1 He *would* not help me although he could easily have done it
- 2 I am sorry that my son *should* thus misconduct himself
- 3 It would be unjust that I *should* suffer for other people's misconduct
- 4 It is better that the wrong side *should* win than the civil war *should* be perpetual
- 5 You might have done this but you *would* not
- 6 He swore that he *would* force Harold to keep his oath
- 7 If the boy *should* learn his lessons, he will be praised.
- 8 "Go on, Shag" cried his master, but the dog *would* not move
- 9 It is enough that he *should* be fined
- 10 It was doubtful whether he *should* ever go to America again
- 11 *Would* to God, she (England) had listened in time to the cries of her children
- 12 It was inevitable that the Prime minister *should* decide which of the views *should* prevail
- 13 I wish that he *should* do it
- 14 It was impossible that a consultation *should* be held between them at Allahabad
- 15 It was necessary that I *should* speak clearly
- 16 It is very much to be regretted that the duty on salt already heavy *should* have been raised
- 17 For seven years it seemed doubtful which side *would* win
- 18 It is desirable that he *should* accompany me.
- 19 Edward is said to have promised that William *should* succeed him on the throne
- 20 He thought he *would* submit it to his friends for correction

- 21 Several months *would* elapse before the ship *would* sail
 22 We *should* be curious to know how it happens
 23 The Governor proposed that Franklin *should* open a printing shop for himself
 24 He promised to send the letter to the captain before the vessel *would* be permitted to sail
 25 It is natural that he *should* look bashful
 26 It is by no means impossible that they *would* have been hung as traitors
 27 There is no reason why he *should* blame me
 28 There was not a country in Europe which *would* not have rejoiced to see England humbled
 29 We regret that it *should* be so
 30 Every young man amongst us who *should* accept the honour *would* be obliged to renounce it
 31 Can it be expected that he *should* return ?
 32 He proposed that there *should* be rooms for the refreshment of the natives
 33 An enumeration of the ornaments worn and the weapons used *would* prove this
 34 Believe me, Sir, I *would* not wish any companion in the world but you
 35 It is idle to expect that they *should* praise me
 36 It is not necessary that the speaker *should* propose to control the event himself
 37 "Will" in this case *would* be the proper auxiliary
 38 Henry as the youngest, spoke first saying he *would* rather pardon than fight against the peasants
 39 I hesitate lest papa *should* come to know it and be angry
 40 In order that this *should* happen, there must be a certain relation between *A* and *B*
 41 It is to be regretted that many Englishmen *should* join with the natives in condemning Sir George Campbell
 42 Harold answered that not a foot of English ground *should* be desolated by him
 43 I wish that the school *should* be permanent
 44 Henry II insisted that these men, if they committed crimes *should* be tried in his court
 45 But for you I *should* have lost my life
 46 An amount of mental exercise that *would* be quite in one case *would* be harmful in another
 47 It must, I *should* think, be worn out
 48 If you meet any person on the road in a worse habit of body than yourself, *would* you think that you had reason to be enraged on him
 49 It is necessary that you *should* say so, as otherwise you are liable to be misunderstood.
 50 It was arranged that they *should* be allowed a day's leave

51 I must strongly protest against the statement as absolutely untrue and am surprised that Mr Spencer *should* have made it

52 This is a question which it *would* be very difficult for us to answer

53 It was decided that five hundred rupees *should* be paid

54 We warned our readers that they *would* be pretty sure to find in the Pioneer a notice of the meeting to be held at Allahabad

55 Whether you *should* take ship must depend entirely upon the weather

56 It has been more than once suggested that Mr Mackenzie *would* be the best man the Government could send to the Residency

57 The Conservative party is not unwilling that Mr Disraeli *should* exercise the predominant influence

58 Being so friendly with his cousin it seems very natural that he *should* do this, though the crown was really not his to give

59 It is wished that these letters *should* be carefully read

60 The episcopal clergy to my certain knowledge have been constantly praying these twenty years that God *would* give to the king counsel and wisdom

61 It is safe to infer that the best productions of our best dramatists were there which *would* most interest the mind of our young philosopher

62 We rather wish that he *should* not go to law

63 It was proposed among other rules that no mechanic or mechanic's wife or daughter *should* be invited

64 Neither had they any confidence that the British Government ever remunerate them in case of loss

65 He insisted that the bargain *should* be strictly carried out

66 If America *should* fall, I shall feel and lament it like the loss of a brother

67 He had but five shillings in his pocket. With the utmost economy that *would* not defray his expenses for three days

68 It is not unintelligible that they *should* strive.

69 During the protracted interview it was decided that Benjamin *should* return to Boston by the first vessel

70 The only cause for regret is that Mr James *should* be restricted to 5000 Rupees

71 He made it the general rule of his life to avoid everything which *would* bring pain to his body or remorse to his soul

72 America now demanded Independence and *would* accept nothing else

73 There was not a man in England who *would* not have regretted to see her humbled

74 The Queen of the Scots determined that she *would* give her death the character of a martyrdom if she must die

75 This part of my meaning *would* be expressed by saying that the tendency is instinctive

76 He compelled them to declare on oath that they *would* never be unfaithful to him

77 Then Ferdinand told the innocent Miranda that he was heir to the crown of Naples and that she *should* be his queen

78 Of the two modes of killing them we *should* prefer that which inflicted less pain

79 Every one *will* feel that if Burke had been speaking of a definite case of resistance, he *would* have used *will*

80 It *would* have been well for you to have confined yourself to the enunciation and illustration of general principles

81 The scheme if adopted *would* necessitate an increase in the tutorial staff and thus cause financial difficulty

82 It was provided that money payment *should* form part of the consideration

83 I think Mr X has made out a fair case for giving his scheme a trial, and I think it *would* be in the interest of education that it *should* have a trial

84 All natives will fly from so dangerous a connection, because instead of being partakers of our strength, they *would* only become sharers of our ruin (Burke)

85 It is of the utmost importance (or it is very necessary) that we *should* do it (or, that it *should* be done)

86 It is probable that a more exact knowledge on their subject than they at present possess *would* save teachers from many errors

87 The committee therefore proposed that James Franklin *should* be strictly forbidden to print or publish the newspaper

88 It is impossible that we *should* think of submission to a government like that

89 It is not so serious that I *should* be anxious about it

90 They entered into the agreement which has so often been made that whichever *should* die first *should* return to the other and reveal to him the secrets of the other world

91 Measures were in progress for the establishment in Philadelphia of a printing house which *would* entirely overshadow Keimer's.

92 He was curious to be married before he embarked for England. But his mother urged that the nuptials *should* be postponed until after her return

93 It is all very well that critics *should* express their dissent

94 He was a very handsome youngman, graceful in his demeanour and those who listened to his eloquent harangues *would* imagine that he was destined to attain to greatness

95 The people are now settled and happy under the new government. They could not now return to the king's government even if Congress *should* desire it

96 Matters might be so arranged that the convict *should* sink through a trapdoor and be dead

97 We could not endure the thought that our beloved colonist *should* enter into alliance with our hereditary and natural enemy, the French

98 The British Government made the most liberal offers of popular rights if the Americans *would* continue to remain colonists under the British Crown

99 The memorable treaty was signed on the 5th Feb 1778 It was stated that the object of the treaty was to establish the independence of the United States, and that neither party *should* conclude either truce or peace with England without the consent of the other

100 If men of science *should* occupy themselves with the problem, they will find it worth their while

101 He was afraid that the French Ministry *would* send spies to steal his important papers

102 The British members insisted that the confiscated estates of the Jews *should* be vested to them

103 The general rule that regulates the choice of "shall" or "will" clearly does not depend entirely on the person of the future verb itself, as Lindly Murray's grammar *would* lead us to suppose

104 He *would* be a foolish teacher who gave a child a number of disconnected things told at a time, or who insisted on keeping his mind bent on the same subject for an indefinite period

105 It is the strongest possible reason why they *should* welcome the appointment

106 In the second place it *would* be well to bear in mind that the young child's power of involuntary attention is rudimentary

107 It *would* be vain to expect a boy to listen to oral instruction close to a window looking out on a busy street.

108 He took care that it *should* be well handled.

109 It has come to be recognized that in order that a child should gain clear knowledge through words, his observing faculties must have undergone certain discipline.

110 Mary however was determined that the church of England *should* again be put under the Pope, though she knew that she *would* have to wait for sometime before she could persuade Parliament to allow it

111 It is wholly incredible that he *should* have knowingly connived at the enormous abuses of power

112 Henry might ask why a clergyman who had committed a murder *should* not be punished in the same way as a layman

113 It is a pity that the work *should* not have been prepared with more care and judgment

114 It seemed as if they *would* succeed, and as if all England *would* fall into the power of the Danes

115 It is not surprising that he *should* laugh

116 As they were to be separated for some time, an agreement was made that they *should* carry on their dispute by letters.

117 Leontes gave his permission that Paulina *should* exercise her utmost art and make the statue move.

118 It is difficult to understand why the English people *should* be slow

119 This encouraged me to hope that I *should* succeed in time in writing decently in the English language which was one of the greatest objects of my ambition

120 I believe there is not a man in America that *would* not spurn the thought of destroying a noble and generous friend for the sake of gain

121 You *would* have us embrace the proposition upon an act of your Parliament Good God ! an act of your Parliament

122 The proportion of critical matter is greater than we *should* have liked to see

123 There is no fear that this verdict *will* ever be reversed

124 His annual expenditure was about 13000 dollars This sum *would* then purchase twice the amount of conveniences and luxuries which could be purchased by this sum at the present day

125 It certainly speaks well for the intellectual acumen of their young men and their devotional instincts that they *should* have selected so noble a theme

CHAPTER XIV.

COMMON ERRORS

505 Correct giving reasons where necessary

(a) He is my *elder* (b) I want some *blotting* (c) I have applied for a *freshship* (d) The *furnitures* were sold yesterday (e) The *sceneries* of England are very fine

Ans (a) *Elder brother* (b) *Blotting paper* (c) *Free studentship* (d) *The furniture was* (e) *Scenery is fine* Note.—As a rule we do not say ‘rices,’ ‘corns,’ ‘furnitures,’ ‘foods,’ ‘sceneries,’ ‘fuels’ In those special cases where different varieties of rice, corn, etc. are meant, the plural forms may be used

506 Correct stating reasons where necessary

(1) The Negroes have black *hairs* (2) My *circumstance* is very bad (3) The *house's* roof (4) The three o'clock's train (5) The 3-30 o'clock train (6) I have a *private business* with you (7) I am seeking for an *employment*

Ans (1) *Black hair* *Hairs* is used when attention is to be called to the *number of hairs* Thus—There are several grey *hairs* on his head (2) *Circumstances are* Note—*Circumstance* singular = Occurrence. *Circumstances* = (a) Pecuniary condition (b) Things relative to a fact e g *the circumstances of the case* The

meaning here intended is pecuniary condition (3) The roof of the house. See Q 76 (4) The three o'clock train (5) The 3-30 train
Note—When the number of minutes is specified, o'clock is never used (6) A private piece of business (7) Some employment

507 Correct stating reasons where necessary

(a) He has left his books at his house (b) When do you go to your house? (c) A very little number (d) He saw me at yours (e) I am willing to submit such certificates which the University authorities would require from intending candidates

Ans (a) Left his books at home *Note*—Home refers to the house of the person represented by the subject of the sentence (b) Write home for to your house (c) Very small *Note*—Little applies to deficiency in bulk small to deficiency in number (d) He saw me at your house *Note*—I saw him at Binode's—The use of the genitive in the above sense is limited only to nouns and do not extend to pronouns Hence it would be incorrect to say—I shall call at yours The correct form would be—'I shall call at your house' But we may use the word yours, if it refers to a previous 'house' Thus—'I shall not call at his house, but at yours' (e) Such certificates as the authorities, etc Such requires as for its correlative

508 Correct giving reasons where necessary

(1) A failed candidate. (2) Can I show him my instruments? (3) He tells that he is an honest fellow (4) He said me to kneel down (5) My papers have not yet been seen by the examiner (6) The examination will begin from Monday

Ans (1) Plucked Fail is an intransitive verb, and hence it would be incorrect to say "The examiner has failed him in English" (3) May I show etc Can is never used to give permission it only expresses possibility or power (3) He says Tell is a verb that requires two objects (4) He told me etc (5) Say looked over for seen (6) On Monday

509 Correct giving reasons where necessary

(a) There was so much noise in the room that we could not listen what the lecturer was saying (b) He was deaf, and could not therefore listen to our conversation (c) I saw the man for some time, to find if he was the thief (d) He denied to help me out of the difficulty (e) He has gone home to bring the book, but he has not yet fetched it.

Ans (a) Could not hear what etc. *Note*—To hear is simply to perceive by the ear To listen is to hear with attention So that one could hear a person talking without listening to his talk. (b) Hear our conversation (c) I looked at the man etc *Note*—To look at implies special effort or attention To see is a general term. (d) He refused etc. (e) He has not yet brought it *Note*—To fetch is to go and bring

510 Correct giving reasons, if necessary.

(a) I just now kept your book there (b) To take dinner. (c)

They now *use* to walk every day (d) Will you lend me your book *once*? (e) If you want to leave the examination hall, you must leave it *at once*, I won't allow you to come in again (f) I *care* it a fig (g) I *care* a straw for it

Ans (a) *Placed* your book Note—We *keep* a thing for a fixed *period of time* (b) To *have* dinners, to *eat* dinners (c) They are now *accustomed* to walk etc. The present tense of the verb *to use* is never used in the sense of '*to be accustomed to a thing*'. The past tense of the verb *to use* may be used to express the idea of habit—'*I used* to walk every morning when I was young' (d) Will you *just* lend me your book? (e) You must leave it *once for all* (f) I *don't* care a fig for it. (g) I *don't* care a straw for it

511 Correct stating reasons, if necessary

(a) Unless you do *not* try, you will never pass (b) I have been ill *since* three days (c) You must finish your work *within* five o'clock (d) *No sooner* he left the room, the boys began to quarrel (e) What class *you belong* to?

Ans (a) Unless you try &c. Note—Unless = if not (b) For three days, see Q. 488 (c) Finish your work *by* (or *before*) five o'clock Note—*By five o'clock* = Not later than five *Within* is never used before an expression denoting a *point of time* See Q. 487 (d) No sooner *had* he left the room *than* the boys &c, (e) What class *do* you belong to? See Q. 471

512 Correct whatever is faulty in idiom in —

(1) Tell me where *is* Kumud? (2) I put the question to the *last but one boy* in the class (3) I request *your favour* of granting me three days' leave. (4) *I and he* are friends (5) These are for *me and you and Mahim* (6) The book is on the table, *will I bring*?

Ans (1) Tell me where Kumud is See Q. 471 Rule Third (2) The *last boy but one* (3) I request the favour of *your granting* etc (4) He and I See Q. 191 (5) For you and Mahim and *me* (6) *Shall* I bring it? See Q. 161

513 Correct whatever is faulty in idiom in —

(a) He is stupid as a donkey (b) He prefers him *than* me. (c) He would not *listen* my advice. (d) You should *pray* God daily (e) Misfortune *befell* upon the poor boy (f) Let me *mention* you the following circumstance.

Ans (a) He is as stupid as a donkey (b) *Prefers* him *to* me. (c) *Hear* my advice (d) *Pray* to God (e) *Befell* the poor boy Note—The verb *to befall* is a transitive verb (f) *Mention* to you etc.

514 Correct whatever is faulty in idiom in —

(a) Why have you not *written* your safe arrival to us? (b) He *attends* his work duly (c) He has been *prohibited* to speak (d) He was *prevented* to go (e) I was *desirous* to see him (f) He *despaired* to pass (g) He *resembles* with me in appearance.

Ans (a) *Written about* your safe &c (b) *Attends to* his work (c) *Prohibited from* speaking (d) *Prevented from* going (e) *Desirous of* seeing him (f) *Despaired of* passing (g) He resembles &c *Note*—*To resemble* is a transitive verb

515 Correct or justify —

- (a) He came down during *the* Christmas
- (b) I shall be in Calcutta *on the* New year's day
- (c) You may like to know what kind of *a* man my father was
- (d) It cost me hundred rupees
- (e) You are in *the* wrong

Ans (a) *During* Christmas (b) *On* New year's day (c) This is an idiomatic use of the indefinite article (d) It cost me a hundred rupees, we say *a hundred* or *a thousand* rupees (e) In *the* wrong = correctly used The use of *the* converts the adjective *wrong* into a noun, governed in the objective case by the preposition *in*

516 Correct or justify —

- (a) Nothing but grave and serious studies delight him
- (b) It is too hot to go out in the middle of the day
- (c) He said that I will do it
- (d) The sea in midocean is very deep
- (e) Either the one or the other are wrong

Ans (a) *Delights* (b) There is no mistake in it (c) He said that he would do it (d) No mistake (e) *Is* wrong

517. Correct (1876)

- (a) If I had known, you needed money, it would be a pleasure to me to give it to you
- (b) He is much the cleverest boy of all the other in his class
- (c) Such students will be allowed to compete who shall have passed the test examination
- (d) He promised that he will be here to day
- (e) Will we have to go to-morrow? Yes you will
- (f) He will likely arrive after a few days

Ans The sentences when corrected would stand thus —

(a) If I had known you *had* needed money it *would have been* a pleasure to me to *have given* it to you See Q 137, and Q. 208A
 (b) He is much the cleverest boy in his class (c) Such students will be allowed to compete *as* pass the test examination (d) He promised that he would be here to-day (e) *Shall* we have to go to-morrow? Yes, you will See Q 212 (f) *It is likely* he will arrive *in* a few days or,—he is *likely* to arrive *in* a few days. *Likely* is an adjective used in the sense of *probable*

518 Correct or justify —

- (a) What kind of a bird is the parrot?
- (b) He served under me as clerk.
- (c) Great many men went to the race ground.
- (d) The question is being discussed in Parliament

Ans (a) What kind of a bird is the parrot?—Correct, idiomatic use of *a* (b) He served under me *as clerk*—We can also say, *as a clerk* Both forms are idiomatic (c) Great many men—(incorrect)—A great many men (correct) See Q 450 (d) The question is being discussed in *Parliament*—correct

Note—Before such collective nouns as *Parliament, Government, mankind, people, posterity, cattle &c*, the article is generally omitted. See Q 463

519 Correct —

(a) No sooner he will come, than I shall tell you (b) Do you know when will the examination come? (c) Every one should not try to do evil (d) He addicted to intemperance (e) Each of the girls went into their separate rooms (f) He bought very cheap an iron child's cot

Ans (a) No sooner will he come, than I shall tell you (b) Do you know when the examination will come? (c) Every one should try not to do evil (d) He was addicted to intemperance. (e) Into her separate room (f) He bought a child's iron cot very cheap

520 Correct or justify —

- (a) Government has issued orders
- (b) His honesty was put to *the* test
- (c) The people were put to *the* sword
- (d) I have known him from a boy

Ans (a) Correct, no article is necessary before the word Government. (b) *The* is here correctly used, the phrase is, *to put a thing to the test* (=to test or examine a thing) (c) Correct *The* is here correctly used The phrase *to put a man to the sword* means to kill him (d) Correct. *From a boy* (=from boyhood), is an idiomatic expression

521 Correct —

(a) The failed candidate was so much angry, that he broke the furnitures, and gave abuses to his class-brothers (b) We have had a strong weather since two days, attended with thunder and lightning having forks

Ans (a) The unsuccessful candidate was so angry that he broke the furniture, and abused his class-fellows badly (b) We have had *severe* weather *for* the last two days *accompanied by* thunder and forked lightning

522 Correct the following —

- (a) The mathematics are acquired with difficulty
- (b) He told that I am going home.
- (c) I am sick from yesterday
- (d) I said that I will try
- (e) He lives at Calcutta.
- (f) Chandra has taken leave from the master for his illness

Ans (a) Mathematics is acquired &c (correct) (b) He said

that he was going home (*correct*) See Q 481 Rule first (c) I have been ill since yesterday (*correct*)

Note—The word *sick* is seldom used as a general term denoting *in bad health* and should not be ordinarily used except in the sense of *suffering from nausea*. But of the phrases *sick-leave*, *sick-list*—Rowe (d) I said that I would try (*correct*) (e) He lives in Calcutta (*correct*) (f) Chandra master on account of his illness (*correct*)

523 Correct or justify —

(a) He has got *the* gout

(b) He has got measles

(c) He reached the place on 10th instant

(d) He came before time.

(e) I shall accompany you to Railway station

Ans (a) He has got *the* gout (*correct*) The use of *the* here is idiomatic. But we say 'he has got fever' Cf I have got a cold Have you got a headache? (b) The child has got *the* measles (c) He reached the place on *the* 10th instant. (d) He came before *the* time (= *the appointed time*) (e) I shall accompany you to *the* Railway station

524 Correct —

(a) Of all other qualities of style, clearness is the most important (b) I am one of those who cannot describe what I do not see. (c) I joined the school in 1892, and your nephew came at the very time (d) The sight of his blood whom they deemed invulnerable, shook the courage of the soldiers

Ans (a) Of all the qualities of style (b) What they do not see (c) Your nephew came in the same time. (d) The sight of the blood of him whom &c.

525 Correct —

(a) Thou a physician ! Heal yourself (b) Each of the six boys had distinguished themselves (c) In such a country state of poor should he worst

Ans (a) Thou a physician, heal thyself (b) Distinguished himself (c) The state of the poor will be very bad

526 Correct or justify —

(a) Do what he can, he is sure to fail (b) Let us hope that we will be able to help you (c) When will you go to see him ?

Ans (a) Correct (b) Let us hope that we *shall be able* to help you See Q 209 (c) When *will* you go to see him ? The use of *will* here is correct, it inquires into the intention of the person spoken to See Q 161, *interrogative sentence*

527 Correct —

(a) The whole army were defeated and fled (b) The two first of the class were uncommon clever (c) This is a long paper, have you completed (d) The boat was drowned, and we

were too sorry (e) Don't hear his advices (f) I am long since of twenty years in age

Ans (a) Was defeated (b) Uncommonly clever (c) Have you completed it? (d) The boat was sunk and we were very sorry (e) Don't listen to his advice (f) I was twenty years old long since

528 Correct or justify —

(a) He took an one sided view of the matter (b) A historical event (c) Senate house is situated to south of Presidency College (d) Don't be in hurry about it

Ans The sentences would thus, stand corrected —

(a) A one-sided view of the matter *See Q 453* (b) An historical event *See Q 455* (c) The Senate House is situated to the south of the Presidency College (d) Don't be in a hurry about it "To be in a hurry" is the proper idiom

529 Correct —

(a) I was wondered to see a fainted man in the street with his leg stretched It was dreadful sight (b) We must obey the commandment which forbids the committing murder (c) When you visit to your friend you should knock the door (d) If it was not so, I would have told you (e) The boats were drawn ashore, having been first taken out the cargo

Ans (a) I wondered (or, I was surprised) to see in the street, with his legs stretched out, a man who had fainted It was a dreadful sight (b) The committing of murder (c) When you visit your friend, you should knock at the door (d) If it were not so, &c (e) The boats were drawn ashore, the cargo having been first taken out

530 Correct or justify —

(a) I have got very bad headache (b) Have you got a cold? (c) The third and the fourth chapter of this book (d) Eggs sell by the dozen (e) An useful institution

Ans (a) I have got a very bad headache (*correct*)—*See Q 84, ante* (b) Have you got a cold (*correct idiom*)—*Q 84 ante* But—"have you caught cold?" (*correct*) (c) The third and the fourth chapter of this book (*—correct*), also—"the third and fourth chapters," (*correct*) But "the third and fourth chapter" is incorrect. *Q 180 ante* (d) Eggs sell by the dozen (*—correct idiom*) (e) An useful institution—(*incorrect*)—A useful &c. (*correct*)—*See Q 452 of a usurper (correct form)*

531 Correct —

(a) Hari 'I am going to Delhi next week' Jadu 'Is it?' (b) I meant, when first I came, to have bought everything. (c) Few people learn anything that is worth learning easily (d) Verse and prose run into one another like light and shade.

Ans (a) Jadu 'Is that so?' (or 'Are you?') (b) To buy (The act of buying could precede the resolution of buying).

(c) Few people learn easily anything that is worth learning (d) Each other

532 Correct —

(a) I solicit your favour of appointing me to the post (b) I am glad at your prospect of returning soon

Ans (a) I solicit *the* favour of *your* appointing me etc (*correct*)—(b) I am glad at *the* prospect of *your* returning soon (*correct*)—See above (a)

533 Correct —

(a) How many hours you require for this paper? (b) In modern English two negatives destroy one another (c) If a man did not take troubles he will not improve (d) Only a few was chosen out of the many (e) He was willing to have hazarded all the horrors of a civil war (f) Every man of the boat's crew were down with raging fever

Ans (a) How many hours do you require. (b) Destroy each other (c) If a man *does* not take (d) Only a few *were* chosen (e) Was willing to hazard, (Hazarding could not be prior in time to the willing) See Q 146 (f) Was down

534 Correct —

(a) Neither he nor I are in the wrong (b) Both he and I has refused to do it (c) Neither Charles nor William were there (d) I have not seen him since last three years (e) I have not seen him since a long time (f) He has been ill from ten months (g) No sooner he was gone, I came running (h) He was prevented to go

Ans (a) *Are* is wrongly used, it should be *am*, according to Bain and Nesfield, who in such cases would make the verb agree with the last pronoun Dr Latham lays down a different rule *viz*, that where the pronouns are singular and are preceded by *either*, or *neither*, the verb is in the third person, and therefore in the sentence given *are* should be *is* See Bain P 308 (b) Both he and I *have* etc. (c) Was there (d) For the last three days (e) For a long time (f) For ten months (g) No sooner *he* gone, *than* I came, or *as soon as* he was gone, I came. (h) He was prevented *from* going

535 Correct the following sentences (1888) —

(a) He thinking that his brother to be dead, became much sorrowed (b) I have not seen him long since. (c) Australia is the largest island of whole world it is great deal largest of all the others (d) He said me yesterday that he will come within 25th August (e) The drunk man tried to pick up quarrel with me, but I denied to quarrel

Ans (a) He thinking his brother was dead (*or*, thinking his brother dead, *or*, thinking his brother to be dead), sorrowed much (*or*, became much sorrowful)—*correct* (b) I have not seen him

for a long time , it is a long time since I saw him , I saw him *long since* (=long ago) See Q 379 (c) Australia is the greatest island of the world , it is a great deal larger than all the others (*correct*) See *Mc Mordie's Studies in English* (d) He told me yesterday that *would* come by (or *before the 25th August,—correct*) (e) The *drunken* man tried to *pick* a quarrel with me, but I refused to quarrel (*—correct*) See Q 425

536 Correct (stating why) or justify (1892) —

(a) Either he or you is right (b) His fever is abating, so don't think much of him (c) Keeping us nights makes one sleeps next day (d) This one of the finest ships than have ever been built

Ans (a) Either you or he is right (*correct*) (b) His fever is abating , so don't *mind it much* (*correct idiom*) (c) By *keeping up* (=intransitive sense of *not to be confined to one's bed*) *all night* (adverb), one would feel sleepy the next day (*correct idiom*) (d) *This is one of the finest ships that have ever been built* This is correct, if the sense intended to be conveyed is that she is one of a class of ships superior to every other ship built *before or after* them If, however, the idea is that she belongs to a class of ships superior to every other ship that was built before them, the sentence would stand thus — *This is one of the finest ships that were ever built.*

537 Correct —

(a) Every man must exert for his family member (b) He saw that the camel is excited (c) A man is vigorous in his young age. (d) Can I leave the room ? (e) Two young gentlemen have made a discovery that there was no God

Ans (a) Every man must exert *himself* for a member of his family (b) That the camel *was* excited (c) In his youth (d) May I leave the room ? (*Can* may be used if the speaker asks whether he is physically able to leave the room) (e) That there is

538 Correct the following sentences (1893) —

(a) Do not despair to pass the examination though you had been hindered to study (b) He asked me why had I not availed of the permission granted? (c) There is not a so large city in the whole India than Calcutta.

Ans (a) Do not despair of *passing* the examination, though you *were* hindered *from studying* (*—correct*) (b) He asked me why *I had* not availed myself of the permission granted (*correct*) (c) There is *not in whole* India so large a city as Calcutta (*correct*)

539 Correct —

(a) In no case are writers so apt to err as in the position of the word *only* (b) When he was found he was froze to death (c) Let us go and have a play (d) My brother is the student in Ripon College (e) Famine came to pass by short rainy season

Ans (a) In no matter , (the position of a word is not a case *etc*)

a state of affairs) (b) He was frozen to death (c) Let us go and play, or, let us go and have a game. (d) My brother is a student in the Ripon College. (e) Famine was caused by the shortness of the rainy season

540 Correct any errors in the use of the preposition in the following —

(a) He was accused *for* neglecting his duty (b) A man *on* whom you can confide. (c) This is quite *from* the purpose (d) I cannot agree *with* your proposal. (e) He killed seven birds *in* one shot. (f) I cannot comply *at* your request (g) My wishes are opposed *in* every turn

Ans (a) Accused *of* neglecting (b) *In* whom you can confide (c) *Beside* the purpose. (d) *In* your proposal (e) Killed seven birds *with* one shot (f) Comply *with* your request. (g) Opposed *at* every turn

541 Correct —

(a) The trees now display a pleasing scenery (b) Education may be said as a best possession of a man (c) I found him laying on his bed. (d) Unless one has plenty money, one cannot afford to pay a doctor (e) I had gone to Delhi the past week for changing my air (f) Some much ignorant peoples tell that there is no use of the education

Ans (a) Display a pleasing *scene* (b) Education may be called a *man's* best possession (c) I found him *lying* on his bed. (d) Plenty of money (*Plenty* is not an adjective) (e) I went to Delhi last week for *change of air* (f) Some *very* ignorant people say that there is no use in education

542 Correct —

(a) He said that I have made my best for teaching you (b) It will be well if the education is extended to all persons (c) You can get passable marks (d) How you can pursue your studies by a such manner? (e) He was much angry upon me. (f) By hearing that we were too surprised (g) I have not gone there since three months (h) I will fine four annas to you

Ans (a) He said, "I have done my best to teach you" (b) Education should be extended to all persons (c) You can get pass marks (d) How can you pursue your studies in such a manner? (e) He was very angry with me. (f) On hearing this we were *much* surprised (g) I have not gone there *for* three months (h) Fine you four annas

543. Correct the following sentences (1875) —

(a) I have not been at Calcutta long since. (b) I said him to come with me. He replied that "Very well, I am going with you just now" (c) Should the scheme fail, both he and his ancient father with whom he remains from birth will be at once ruined.

(d) My circumstance is so much distressing that I must go in Calcutta, and on my arrival I will call at yours (e) Each of us have heavy duty to perform and if God not assist us, then how we can possibly succeed ?

Ans The sentences when corrected would stand thus (a) I have not been to Calcutta (or, in Calcutta for a long time) (b) I said to him "Come with me" He replied, "Very well, I *will* be going with you just now" (c) Both he and his *aged* father, with whom he *has remained since his* birth will be *for ever* ruined (d) My *circumstances are so very* distressing that I must go to Calcutta, and on my arrival, I will call at your house. (e) Each of us *has* heavy *duties* to perform, and if God *does not assist us*, how *can we* possibly succeed ?

544 Correct —

(a) They hope all could learn trading by state expense. (b) One may learn of peoples quite different than the peoples of his own country (c) I will respectfully inform the master that he will not grant you leave. (d) I will object you from appearing at the Entrance Examination

Ans (a) They hope all will gain a mercantile education at the expense of the state. (b) One may learn *about people* quite different from the people of *one's own* country (c) I will respectfully request the master not to grant you leave of absence (d) Prevent you from &c

545 Rewrite the following passage, correcting any errors in idiom (1889) —

"I cannot call into my mind that on any other occasion such large defalcations have been brought into the light Although warnings after warnings were made to the accused, but they could not be prevailed to keep honest The case of the first prisoner resembles to that of second, both seem to have thought their conduct as a good joke I have no fondness to pronounce heavy sentences, but I must give the prisoners enough of time to reflect over their crime before they are set at freedom"

Ans The passage when corrected would stand thus — I *cannot call to mind* that on any other occasion such large defalcations *were* brought *to light* Although *warning* after *warning* was given to the accused, they could not be prevailed *upon to be* honest The case of the first prisoner *resembles that* of the second, both seem *to* have thought their *conduct a good one* joke I have no fondness *for* pronouncing heavy sentences, but I must give the prisoners *enough time* to reflect *upon* their crime before they are set at *liberty*

546 Correct —

(a) We will avail of this opportunity (b) They are very angry at those persons (c) If a man will not know English

he will always be very much ignorant. (d) He had got bad headache (e) It is wonder how they cannot see, what advantages shall be derived by the education

Ans (a) We will *avail ourselves* of etc. (b) Angry with (c) If a man does not know English, he will always be very ignorant (d) A bad headache. (e) It is *wonderful* that they cannot see what advantages *are to be* derived from education

547 Correct the following —

(a) Why you interrupted us from play? (b) This man is a quite stranger to me. (c) He came at the conclusion that rice will be cheap this year (d) The master told me that "you should not speak so loud" (e) My friend came with an alarming news that "your father is dying"

Ans (a) Why *did you interrupt* us &c (—correct) See Q 471, Rule first (b) The man is *quite a stranger* to me (—correct idiom) (c) He came *to* the conclusion that rice would be cheaper this year See Q 481 (d) The master told me that *I* should not speak so loud —the master *said to me*— 'you should not speak so loud (correct) See Q 198 and 197 (e) My friend came with, the alarming news that *my father was* dying (correct) See Q 197, 191 and 481

548 Correct —

(a) The examination will take place on Saturday, isn't it? (b) Has she displeasure about the letter? (c) The master sent a word to Govind that you are to come, but he denied (d) I asked to him that what harm is there if we will copy

Ans (a) Saturday, will it not? (b) Is she displeased at that letter? (or, with that letter? (c) Govind *that he was to come*, but he *refused* (d) I asked him what harm there would be if we were to copy

549 Correct whatever is faulty in idiom in —

(a) I saw the school-door open, when I came (b) He told that the moon had risen (c) Tell us an account of your travels (d) It is five hours and twenty minutes by the clock (e) The college term will end after a month

Ans (a) I *found* the school door etc (correct idiom) (b) He *said* that the moon etc (correct) (c) *Give* us etc (d) It is *twenty minute past* five o'clock (correct) (e) The college term will end in a month (=after the lapse of) See Q 487

550 Correct or justify —

(a) It is too hot to go out in the middle of the day (b) I would have liked to have asked the question (c) His knowledge of French and Italian literature were far beyond the common (d) His horse is very much like that of my father's (e) The best men of the ship were absent

Ans (a) *Correct* (b) I *should* have liked etc. (c) His knowledge was far beyond etc. (d) His horse is very like my father's, or, his horse is very like that of my father (e) *Correct*

551 *Correct or justify —*

(a) The first and the second class have been dismissed (b) I have strong headache. (c) Open the first page of your book (d) He is thick and thin with Saroda (e) Don't walk with your head open

Ans (a) The first and the second class have been dismissed—*correct* (b) I have a *severe* headache (c) Open at the first page of your book open at page 1 of your book (*correct idiom*) (d) He is *thick with* Saroda (*correct*) Cf *Through thick and thin* = Through all obstacles and difficulties *Er* —She followed him *through thick and thin* (e) Don't walk with your head bare (*correct*)

552 *Correct —*

(a) I earnestly pressed his coming to us in my letter (b) This is one of the very best treatises on money and coins that has ever been published. (c) I feel that it is perhaps the only thing that I can remember which really need no apology

Ans (a) In my letter I earnestly pressed him to come to us (b) That *have* ever been perhaps (c) *That* really need no apology (The relative is here restrictive, therefore *that* should be used)

553

PUNCTUATION *

Punctuation is the art of dividing a written composition by points of stops, with a view to marking the sense more clearly

CAPITAL LETTERS

They must begin—

(1) The first word of a book, chapter, letter, or any other piece or writing

(2) The first word of a period, as, Fear God Honour the King

(3) The first word after interrogative and exclamatory sentences, provided such sentences are independent in construction of those which follow them, as, Where is your friend? She is here ' How beautiful a day it is ! You seem to enjoy it.

But if several interrogative or exclamatory sentences are thrown into one general group, or if the construction of the latter sen-

* The whole of this chapter is an adaptation from *Cornwall's Grammar* and *Ervin Jacob's Composition*, books which can be highly recommended as very useful to the young learner

rences depends on the former, all of them, except the first, may begin with a small letter, as, How long, ye simple ones, will ye love simplicity? and scorers delight in their scorning? and fools hate knowledge? Alas! how different yet how like the same.

(4) The first word in every line of poetry, as,

A solitary blessing few can find,
Our joys with those we love are intertwined,
And he whose watchful tenderness removes
The obstructing thorn which wounds the friend he loves,
Smooths not another's rugged path alone,
But scatters roses to adorn his own

Hannah More

(5) All proper names, as, John is in London Nelson was killed in the ship Victory, at the battle of Trafalgar I will see you on the first Friday in April

(6) All adjectives derived from proper names, as, English, French, Dutch, Spanish

(7) All questions given in a direct form, as, Sir Philip Sidney, when dying with thirst, sent a bottle of water, which had been brought to him, to wounded soldiers, with these words —“Thy necessity is yet greater than mine”

Obs —When the exact words are not given, nor in the form of a quotation, no capital is required, as, the Scriptures command us to honour the king

(8) The substantives and principal words in the title of books, as Milton's Paradise Lost, Macaulay's Essays

(9) The various names of the Deity, as, Jehovah, Almighty, God, the Lord

(10) The pronoun I, and the interjection O, must always be capital letters, as, I saw the palace O Lord, how manifold are Thy works!

(11) Besides all these, any very important word may be distinguished by a capital, as, The Reformation He has been considering how he could best promote the Cause of Education

THE COMMA

(1) Generally, the parts of a simple sentence are not separated by point as, The fear of the Lord is the beginning of wisdom

If however, the sentence be very long, the subject having adjuncts connected with it, a comma is usually placed before the verb, as, The good taste of the present age, has not allowed us to neglect the cultivation of the English language

(2) When the construction of a sentence is broken by the introduction of a phrase, not very intimately connected with it, such phrase is generally preceded and followed by a comma, as, The statement is, beyond doubt, exaggerated, Pompen, being near

Vesuvius, was destroyed by an eruption They set out, and, before the evening, arrived in safety

The same usage is followed with regard to sentences introduced thus parenthetically, as, To write clearly and forcibly, as, every one must wish to do, is impossible without much practice.

(3) Two words of the same part of speech, connected by a conjunction do not generally take a comma between them, as, Jane and her brother are here That house is large and commodious We must read slowly, and distinctly

When no conjunction is made use of, the words must be separated by a comma, as, We live in a large, convenient house

(4) But when three or more words of the same part of speech are employed in the same construction, they are usually separated by a comma, as, My father, my brother, and cousin have been to Brighton The house is large, commodious, and well situated He reads slowly, distinctly, and forcibly

(5) Persons addressed are separated from the neighbouring words by commas, as, Hear, my friends, what I have to say to you. Sir, I believe you.

(6) A comma is used after the case absolute, or a phrase containing the infinitive absolute, as, The bridge being under repair, I went over in a boat. To confess the truth, I do not like you

(7) Nouns in apposition, having adjuncts connected with them, are separated by commas, as, He is guilty of falsehood, the vice of cowards Chaucer, the father of English poetry, lived in the reign of King Richard the Second

If the nouns be without adjuncts in general, no comma is used, as, Queen Victoria governs England Chaucer the poet wrote the Canterbury Tales

Obs—Some writers would separate the nouns, thus, Chaucer, the poet, wrote the Canterbury Tales

(8) In a complex sentence the component simple sentences, whether contracted or uncontracted, are generally separated by commas, as, England is not a large country, but is a wealthy one England is not a large, but a wealthy country The letter was written so badly, that he could not read it I say, I will not go He thinks justly, and he acts honourably

Though deep, yet clear, though gentle, yet not dull
Strong without rage, o'erflowing, full

EXCEPTION I—If the simple sentences are so contracted as to be represented by only a single word with its adjuncts, and conjunctions are employed to, as, My brother John and your sister Mary are in a garden I saw him and her

EXPL.—Here the words *my brother John* a single noun with its adjuncts, are the representative of a simple sentence and so are *your sister Mary*, a phrase similarly circumstanced These, then, are not separated by commas.

EXCEPTION II — If a relative sentence follow the antecedents without the intervention of any other words the relative and the antecedent are not usually separated by a comma as, The man who lived here has gone away The book that you lent me is very interesting

Obs — Contracted relative sentences are preceded and followed by a comma, as, The horse, tired with his journey, was led into the stable.

(9) When the verb *to be* is followed by an infinitive, or a lengthened phrase, which might by inversion be the nominative to that verb, a comma is usually placed after it, as, The intention *was*, to pay off of all the forces The proposal *is*, to disband all the troops

(10) When the grammatical order is departed from, in order to make certain words emphatic, such transposed words generally have a comma after them, as, (*Usual construction*) The statement is undoubtedly true. (*Emphatic construction*) Undoubtedly, the statement is true.

The words *now, formerly, generally, indeed, therefore, however, first, lastly, yes, no, nay, in brief, in general, without doubt*, and others of a similar kind, are generally separated from the context by commas, as, Yes, you are right Nay, you must not leave us yet The Strand, formerly, was quite out of London; now, it is nearly in the centre of it.

SEMICOLON

(1) The semicolon is used to separate sentences, which are not so intimately connected in sense as those separated by a comma, as straw swims upon the surface, but pearls lie at the bottom Philosophers assert that nature is unlimited in her operations, that she has inexhaustible treasures in reserve, that knowledge will always be progressive; and that all future generations will continue to make discoveries of which we have not the least idea.

(2) Sometimes independent sentences, when very short, are separated by a semicolon, as the pride of wealth is contemptible, the pride of learning is pitiable, the pride of dignity is ridiculous but the pride of bigotry is insupportable.

Obs — In such sentences as the 1st, many authors would use the period, and perhaps with strict propriety

back

COLON

(1) When a sentence complete in itself, is followed by another which is used to explain or strengthen, or illustrate it, such sentences are separated by a colon, as cultivate the habit of perseverance success is dependent on it.

(2) When a series of sentences or clauses, separated by semicolons, is followed by a sentence which relates to them all, a colon

generally separates the last member of the series from the qualifying sentence as, a Divine Legislator, uttering his voice from heaven, an Almighty Governor stretching forth his arm to punish, or reward informing us of perpetual rest, prepared hereafter for the righteous, and for indignation and wrath awaiting the wicked. these are the considerations which overawe the world, which support integrity, and check guilt

(3) Sometimes the presence or absence of the conjunction determines whether the colon or semicolon should be used, as, Do not ask me again for you cannot go

(4) A quotation, introduced in a formal manner, is generally preceded by a colon, as, Sir Isaac Newton gave the following estimate of himself — "I do not know what I may appear to the world, but to myself I seem to have been only like a boy, playing on the sea-shore, and diverting myself in now and then finding a smoother pebble or a prettier shell than ordinary, whilst the greater ocean of truth lay all undiscovered before me"

Obs — Quotations are generally preceded by a comma merely as 'Pythagoras said, "Reverence thyself"

THE PERIOD

(1) When a sentence is complete and independent, it is followed by period, as, Holland is north of Belgium.

(2) A period is sometimes admitted between two sentences, though connected by a conjunction, as He who lifts himself up to the observation and notice of the world, is of all men, the least likely to avoid censure. For he draws upon him thousand eyes, that will narrowly inspect him in every part.

(3) All abbreviations must be followed by a full stop, as, P M (Post meridiem), A M (ante meridiem)

The following are some of the principal abbreviations —

A D (*Anno Domini*) In the year of our Lord

A M (*Ante Meridiem*) Before noon

A S Anglo-Saxon

B C Before Christ

B A Bachelor of Arts

B L. Bachelor of Law

B Sc. Bachelor of Science.

Bart Baronet.

Cf (*Confer*) Compare.

Do (*Ditto*) The same

D L Doctor of Law

D Sc. Doctor of Science.

e g (*Exemplia gratia*) for example.

Etc. (Etcetera) And others and so forth

i e. (*id est*) that is

Inst. Instant.

M A	Master of Arts	
M. D	(<i>Medicine Doctor</i>)	Doctor of Medicine
MS	Manuscripts	
M Sc.	Manuscript Mss	Manuscripts
N B	(<i>Nota Bene</i>)	Mark well, Take notice
P M	(<i>Post Meridiem</i>)	Afternoon
P S	Postscript	
Rev	Reverend	
Prox	(<i>Proximo</i>)	The coming (month)
Ult	(<i>Ultimo</i>)	The last (month)
Viz	(<i>Videlicet</i>)	Namely

NOTE OF INTERROGATION

The note of interrogation is used at the end of a question, as, Where are you?

This mark must not be employed where it is only said that a question was asked as, She inquired where I lived. The interrogative form might be employed thus She said to me "Where do you live?"

NOTE OF EXCLAMATION

The note of exclamation, or, as it is sometimes called, of admiration, is used after the expression of some strong emotion, as of joy, grief, surprise &c., and after an invocation, as, How noble an action! What wonderful escape he has had! Listen to me! for I have something of importance to communicate

Obs—It will often happen that such words are employed as would form either a question, or an exclamatory sentence. Now if no answer be required to complete the sense, the words do not constitute a question, but an exclamatory sentence, and of course, require the note of exclamation at the close, as, What is more to be desired than contentment! How many opportunities of doing good have been lost!

OTHER MARKS

Inverted commas, or quotation marks, single (' ') or double (" ") are used to mark off a quotation when the actual words of the speaker or writer are given, as Mr Brown said, 'can you tell me the time?' His last words were, "I die for my country" Shakespeare says, "Guilt will speak though tongues were out of use" The apostrophe (') is used to indicate the omission of a letter or letters from a word, as 'Tis (= It is) many years since I was here. *Tho'* (=though) you have failed, *don't* (=do not) be discouraged

The Parenthesis () is used to introduce an incidental thought, that cannot be readily worked into the sentence, as "King James

wrote a treatise (what could be more ridiculous ?) on the heinous sin of using tobacco "

Obs —The occasional use of the parenthesis is sometimes productive of happy effect , but young writers will do well to employ it as little as possible. It is often only lazy mode of doing what would have been done better in a regular sentence, with some little alteration of the construction

The Dash (—) is used where the sentence breaks off abruptly, where a significant pause is required, or where there is a change of thought in the sentence , as, I was going to say—but would you mind to listen to me ? She was the centre of the circle—the observed of all observers If you can help me—and I think you can—please do so The dash is also used *after* an enumeration of several particulars to show that what follows is common to them all , as "The cotton mills of Lancashire, the wool manufactures of Leeds, the foundries of Sheffield—all these contribute to the wealth of England."

Obs —The less the young writer employs the dash in his early composition, the better

The Hyphen (-) is used to join the component parts of compound words as, Horse shoe It also marks the division of a word at the end of a line.

General Observation —The above are the most important rules for the punctuation of composition It may be necessary, however, sometimes to make use of stops where none of these directions will apply The pupil will find, too, that there is a want of uniformity in this matter—some authors, with a view to making the sense clearer, employ numerous stops, while others make use of them but sparingly

NOTES ON LETTER-WRITING

554 There are five parts to every letter What are they ?

Ans (1) The date and the place whence the letter is written (2) The complimentary address (3) The body of the letter (4) The complimentary closing or the subscription (5) The direction or superscription

555 Write a letter to a friend showing how the different parts find their proper places in it

Ans

(1) BHOWANIPUR

27th August, 1888

My dear Hari Babu (2)

(3) You will see by the date that I have arrived at my destination safely To-morrow I shall endeavour to see the gentleman

who has invited me here and hope soon to write to you about him

(4) Hoping you are well,

I remain, yours very sincerely,
SATIS CHANDRA MUKERJEE.

(Direction on the envelope) (5)

BABU HARINATH DASS,
Berhampur College,
Berhampur

556 Are there any Different ways of writing the date from that given? Is the form—*Dated the 27th August*—used ordinary correspondence?

Ans Yes—August 27th, 1888, 27th August, 1888, 27—8—88
No The form is strictly official

557 When do you use the following forms of complimentary address—(1) Dear Mr Ghose (2) Honoured Sir (3) Sirs. (4) Gentlemen (5) Rev Sir (6) My dear Satis (7) My dear Satis Babu.

Ans (1) Where there is a degree of intimacy (2) Never used (3) In addressing mercantile firms (4) In addressing mercantile firms (5) In formal letters to clergymen (6) In writing to a friend with whom we are very intimate. (7) In writing to friends with whom we are not familiarly intimate.

558 Give the ordinary forms of subscription which express familiarity or intimacy

Ans (1) I remain yours sincerely, Satischandra. (2) Sincerely, yours (3) Yours sincerely (4) Yours very sincerely

559 When would you use the forms—(1) *Yours faithfully*; (2) *Yours truly*?

Ans (1) Where there is no familiarity with the person whom you are writing to It may be used when writing to a perfect stranger, as when writing to a mercantile firm (2) In ordinary correspondence with persons with whom we are not particularly intimate

560 What are the forms of subscription in letters to—(1) *relatives*, (2) *very dear friends*?

Ans (1) Your loving brother, your affectionate cousin &c &c. (2) Yours affectionately, yours ever, yours always

561 A pupil writes to his teacher What form of subscription should he use?

Ans Your obedient pupil, yours obediently, Ram Saran Dass

562 Are the following forms correct? (1) Your's obediently, (2) Your's affectionate brother

Ans (1) The apostrophe should be omitted,—*Yours* obediently, (2) 's should be omitted,—Your affectionate brother

563 What are the usual forms employed in directing a letter to a lay Englishman ?

Ans (1) S T Coleridge Esq (2) S T Coleridge Esq M A (3) The Hon'ble S T Coleridge M A.

564 What are the usual forms employed in directing a letter to a clergyman ?

Ans (1) The Rev A W Smith M A. (2) The Rev William Smith (3) Rev A W Smith (4) The Rev Mr Smith (if the initials are not known)

565 Are the following forms correct ? If not, correct them (1) Rev A W Taylor Esq (2) Mr H W Pratts Esq (3) The Hon'ble A. W. Smith Esq B A (4) The Hon'ble Dr Mahendralal Sircar M D (5) The Rev Johnson

Ans The above are all incorrect (1) Omit *Esq* (2) Omit *Mr* or *Esq* (3) Omit either *Esq* or *the Hon'ble* (4) Omit either *Dr* or *M D* (5) Insert *Mr* between *Rev* and *Johnson*

566 What is the usual form for directing a letter to a mercantile firm ?

Ans Messrs S K. Lahiri and Co

567 Specify some of the polite forms of command in writing letters

Ans (1) Have the goodness to send. (2) Be so good as to send (3) Be good enough to send. (4) Oblige me by sending (5) Please send (6) Kindly send. (7) I will thank you to send. (8) I shall be obliged if you will send. (9) I should be obliged if you would send

568 Specify some of the polite forms of request in writing letters

Ans (1) Will or would you kindly send ? (2) Will or would you have the kindness to send ? (3) You will (or would) be kind enough to send (4) I should esteem it a great favour if you would send (5) You would oblige me greatly by sending

569 What is the form of subscription for official letters ?

Ans

I have the honour to be,

Sir,

Your most obedient servt

A. B C

CHAPTER XVII.

SPECIMEN LETTERS

570 Write a short letter with date, address &c complete, to your father or guardian, stating what class you are in, at school, what subjects you study, and in which of them you make most progress — (1875)

Ans

BONGONG

The 8th February, 1879

My dear father,

You will, I know, be glad to learn that I have been promoted to the Second class, in which we take up the subjects prescribed for the University Matriculation Examination. From the marks I obtained at the last Annual Examination, I find that I have made more progress in History and Mathematics than in other branches. I hope, however, to apply myself to the subjects in which I am backward, and to qualify myself for promotion at the end of the year, if not for a prize. I am keeping my health, and trust sincerely this will find self and all the dear ones at home well —
Tannock

In all duty and affection I remain,
 my dear father,
 your affectionate son
 A B C

To

BARU SITANATH DASS,

7, Jorasanko, Calcutta

571 Write a short letter with date, address, &c., complete, to a bookseller's firm ordering the books used in an Entrance class — (1875)

Ans

TO MESSRS S K LAHIRI & CO,

Booksellers, Calcutta

GENTLEMEN,

Will you, please, send up to my address, as early as convenient, the following books (*Here give the list of books*). The price of the books as entered in your printed catalogue, with a sum sufficient to cover postage charges, is herewith enclosed in currency notes. The favour of an acknowledgment is requested — *Tannock*.

I am, Gentlemen,
 yours faithfully,
 A B C

572 State in the form of a letter to your nearest relative, the profession you would like to adopt, and the reasons of your preference

Ans (NB—The student will insert date, address &c. in their proper places, for without them no letter is complete)

My dear father,

The choice of a profession has been occupying my thoughts for some months past, and after giving the matter the consideration which its importance deserves I have made up my mind to study for the profession of a doctor. My reasons for so doing are, that

I have a natural inclination towards medicine, and independently of the medical profession being an honourable one, I am convinced that it is not the least lucrative, so that by exerting myself I hope, in a short time, to secure independence, and to be in a position to make your declining years easy and comfortable —
Tannock

I remain,
 my dear father,
 your dutiful son,
 A B C

573 Write a letter, *about 30 lines in length*, congratulating a friend on his recovery from a serious illness — (1876)

Ans

Calcutta.

The 15th May, 1885

My dear Satish,

Your letter of the 5th instant came duly to hand by this morning's post and I need not tell you how pleased I was at the news of your recovery from the serious illness which had confined you to bed for so long a period as two months. I could not at first account for your silence, but soon after you were laid up, I received a letter from your brother informing me of your illness, sudden as it was serious. The news so affected me that I was on the point of setting out for your place but sickness in my own family prevented my doing so. Believe me, my dear friend, that you were every moment in my thoughts, and that night and day prayers were offered to the great God for your recovery. It is, indeed, a matter of thankfulness, that God in His great mercy has spared you to your family and to me, to whom you are as dear as an elder brother. How sad would it have been for me, if God had willed that I should have been deprived of you! The friendly counsels, the expressions of friendship and affection, which your letters were ever full of, helped in a great measure to encourage me in the prosecution of my studies and to reconcile me to my separation from you. God be praised, then, that I shall yet enjoy the sweets of intercourse with you, and may He in His mercy spare you long to me and preserve you in health. Be careful, my dear friend, of your health. With my sincerest congratulations on your recovery, (*Tannock*)

I remain,
 My dear friend
 Yours affly,
 X Y Z

BABU SATIS CH MUKERJEE

Berhampore.

574 Write a letter to a friend describing your last journey

Ans Hints —(1) The object of the trip (2) The time when it was undertaken (3) The means of travelling (4) The sights and scenes on the way (5) The length of journey (6) Description of the place (7) Length of stay in it (8) Return

575 A boy who has been prevented by illness from appearing at the Examination writes to the Registrar requesting him to refund the admission fees which had been deposited

BHOWANIPORE

Ans

The 6th March, 1889

SIR,

I am sorry I could not appear at the last Entrance Examination owing to ill health. I should be much obliged if you would kindly return to me the ten rupees I had deposited as admission fees

I am,

Sir,

Yours most obediently,

A B C

The Registrar, Calcutta University, Calcutta

576 How should an intending subscriber write to the manager of newspaper?

Ans

BHOWANIPORE

Dear Sir,

The 1st March, 1897

I wish to subscribe to the 'Statesman' from April next. Will you please favour me with a note as to how much you charge per annum in advance for a town edition of the 'Statesman'? I would send in the subscription as soon as you let me know your rate. My address is 102, Russa Road, North

Yours faithfully,

SAHIS CHUNDIR MOOKERJEE

The Manager, 'Statesman' Office,

CHOWRINGEE

CHAPTER XVIII.

HINTS ON ESSAY-WRITING *

577 Essay-writing or Composition is the art of writing down one's thoughts on a particular subject in correct and suitable language. The thoughts should be so arranged as to present a complete view of the subject.

In composition, two main things are to be considered, namely, *Matter*, and the *Manner* in which the *matter* is placed before the reader.

* This chapter is mainly an adaptation from *Johnston's English composition* and *Evan Jacob's Essay-writing*, books which can be highly recommended for use by the young learner.

By *Matter* is meant the contents of an essay—the facts, events, statistics, dates, and reflections of which it is built. These materials can be gathered in three ways, viz, by (1) Reading, (2) Observation, and (3) Reflection.

Reading is practically the only way in which material can be gathered for an essay on any past event, or on biographical subjects. If, therefore, a student would write a good essay on such subjects as —The defeat of the Spanish Armada, the revolution of 1688, the life of Buddha, the character of Akbar, etc — he must acquaint himself with the facts connected with these events and with these worthies by reading the history of the times in question and the lives of the individuals named.

But there are innumerable subjects which may be excellently treated in an essay without much reading, though a knowledge of books dealing with those subjects would be very useful. Such are the subjects drawn from the pastimes and recreations of the people, from their habits and character, from the varying phases of nature—the sea in storm or calm—the sky, one vast dome of stainless blue, or black and lowering with the approach of a tempest—the earth mantled with snow or smiling in the green glory of spring, and from any circumstances, incidents, and qualities with which, in some form or other, the student who has ears to hear, and eyes to see, cannot but be acquainted. To write, and write well, on such subjects the young student has only to observe and think.

Manner. —Having collected his material, the student must know how to dispose it in a correct and telling manner. So far as manner is concerned, the essentials of good composition are accuracy and perspicuity, that is to say, the laws of grammar must be observed, words must be used in their precise meaning, and words and sentences must be arranged in a clear, perspicuous order.

Having learned how to collect ideas, and how to express them correctly and tersely, the student will next bethink him how to build his essay, that is to say, he should know where to begin his essay, where to end it, and what sort of matter the body of the essay should contain.

Essays are of various kinds, and each kind has its appropriate *beginning*.

(a) In an essay on an historical subject, we would begin by stating the cause, or causes of the event which we are to discuss.

(b) A biographical essay naturally begins with the birth and early years of the man or woman who forms the subject of it.

(c) On a moral subject (e.g. *courage, self control, patriotism, &c*) we would start by saying what we meant by the term which formed the subject of the essay. (Our meaning might be philosophically inaccurate, but that would matter little, provided that, from *our* point of view, we discussed the subject with vigour and ability, and in correct language)

(d) On domestic subjects and general topics, we may begin where we please

On all subjects, however, it is necessary to come to the point at once, without circumlocution, or any beating about the bush

Like its beginning, the end of an essay varies with the character of the subject.

(a) We end an historical essay by stating the results of the event which we have been discussing.

(b) A biographical essay naturally closes with an estimate of the character of the man or woman whose life-work we have been narrating.

(c) The essay on a moral subject naturally closes by clinching the definition or description with which we set out, and which we have been illustrating in the body of the essay.

(d) On domestic subjects, and general topics, we may end where we please.

On all subjects, however, it is desirable that the essay should end in a telling manner, while it is essential to its excellence that the conclusion should not hang fire, and drag on into meaningless platitudes

The bulk of the essay should be filled up with a narrative of the salient points of an historical event or a biography, or with apposite illustrations of a moral theme. In selecting these points and illustrations the student must observe.

(a) RELEVANCY, (b) PROPORTION, (c) ORDER, OR METHOD

(a) *Relevancy* demands that whatever has no strict bearing on the subject should be ruthlessly omitted. The student, therefore must not pad his essay with irrelevant matter, for by adding to its weight he will only reduce its value.

(b) *Proportion* demands that the points of an essay should be treated at such length as is due to their relative importance. It would not do, therefore, in writing an essay on "Picnic in a country garden," to devote a page to giving an account of how you got to the garden, and another page to relating your journey home in the evening, while the picnic in the garden—the essence of the essay, you condensed into six or seven lines.

(c) *Order, or method* demands that the paragraphs of an essay should be arranged in some rational manner, and not thrown together confusedly. Of order there are two kinds (1) the *chronological*, or the order of time, and (2) the *logical*, or the order of reason.

(1) *Chronological order* we employ in historical, biographical and narrative essays, where we relate events as they occurred, placing first what occurred first, and last what occurred last.

(2). *Logical order* we employ in moral essays, and in essays on domestic and general topics when we arrange our ideas according to their natural progression, the first being the parent of the second, the second of the third, and so on.

GENERAL DIRECTIONS

- 1 Think carefully over the subject so as to get a clear conception of its meaning, and scope.
- 2 Make up all the facts you can about it before beginning to write, and jot down, in any order, the facts and ideas which a consideration of the subject recalls or suggests to your mind
- 3 Arrange these facts and ideas in the order which the subject demands—the logical or the chronological order, &c, make an outline or skeleton of the subject, and then write your essay from the outline
- 4 Think out every sentence in your mind before you write a word of it on paper
- 5 Do not repeat words or ideas unnecessarily, but do not hesitate to repeat words, if the repetition be necessary to render the meaning clear
- 6 Do not pick your words as you go on, but choose the wording of your sentence before you begin to write
- 7 Endeavour to open your essay with a telling sentence, and to close it in a similar manner
- 8 Avoid slipshod writing
- 9 Do not be afraid of treating humorously a subject which lends itself to humorous treatment
- 10 Give short illustrations from history, tradition, or personal observation

N B It must be remembered that an essay written in the Examination Hall is produced under peculiar disadvantages. The writer cannot like an author in his own study, refer to books or notes, but must depend solely on the information already stored up in his mind, and on his own readiness and facility in expression. Examiners are always ready to take these circumstances into account, and while the student is expected to write with readiness, fair accuracy, and general intelligence, no unfair or unreasonably high standard of excellence is likely to be applied in judging his essay in English composition

CHAPTER XIX.

OUTLINE ESSAYS

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Friendship

"Friendship can scarcely exist where virtue is not the foundation"

Friendship is a generous emotion of the heart which prompts man to place absolute confidence in another person who is his friend. It is this implicit confidence in the friend that is the essence of friendship

- 2 In order however, that the tender relation of friendship once formed may continue to subsist, it must be primarily based

upon disinterestedness and virtue For, as Johnson says, there can be no friendship without confidence, and no confidence without integrity A *false friend*—one who only pretends friendship with you in order to promote his self-interest is sure to forsake you when you have not the means, or the power to be of any good to him Hence it has been wisely said that that friend is to be highly valued whose friendship is shown no less in the hour of adversity than in the hour of our prosperity In the next place, a false friend will never tell you what your faults are, on the contrary he will be ever ready to encourage you in your vicious course of life, because that is the way in which he may hope to gain favour and to further his own interests But your true friend and benefactor is he who tells you your faults and endeavours to keep you from going astray

3 From the above considerations it appears, that it is very necessary that we should before entering into any relation of friendship with others be particularly cautious in estimating rightly their character And there is yet another reason why a wise choice of friends is so important It is that the public judge of our character by the character of those with whom we associate For, as the poet says,—

“Who friendship with a knave hath made
Is thought a partner in the trade,
And thus upon the choice of friends,
Our good or evil name depends”

Forgiveness

“To err is human, to forgive divine”

None amongst us are free from faults and failings If we bear this fact always in mind, we may easily learn to be forgiving towards others When we find a person doing anything which we think he ought not to do, we should remember that under like circumstances, we ourselves might have been betrayed into a like action Or, again, we might have such weaknesses of character as the person whom we are censuring might be more or less free from If we but try to remember our own faults, we may easily learn to forget those of others

2 Revenge dwells in little minds A noble and magnanimous spirit is never touched by the breath of such a foul passion It is generous pity and not anger that superior souls extend to those from whom they receive injuries The following incident illustrative of his nobility of disposition is related of Sir Walter Raleigh ‘He was challenged by a hot-headed young man, and because he coolly refused to fight, the young man proceeded to spit in his face in public Sir Walter took his handkerchief, and calmly wiping his face merely made this reply —Young man, if I could as easily wipe your blood from my conscience as I can this injury from my face, I would this moment take away your life”

Truth

*“Speak the truth, speak it ever,
Cost it what it will,
He who hides the wrong he did,
Does the wrong thing still*

Speaking the truth is indispensably necessary if we are to live in society and not be snubbed by our fellows. If we should value our character and reputation, the one thing against which we must ever be on our guard is telling lies. If it is proved against any person that he is a liar, all that could be done to lower him in the eyes of others has been done.

2 Another reason why we should try to speak the truth *at all times* is that if we tell a lie once, it becomes the less difficult to tell a second lie. And one lie leading to another, we get into a habit of lying which it is not easy for ordinary men to shake off.

3 False speaking is of several kinds. Generally speaking, one is led to tell falsehoods when, by so doing, he may either reap an immediate advantage, or escape blame or punishment. “There is a *second* species of falsehood which consists in saying one thing but meaning another. Persons resorting to this practice think that because they do not lie in the words they use, they do not lie at all.” But the lie does not consist in the words spoken so much, as in the *intention* to convey a false or wrong meaning. This sort of indirect lying is peculiar to worldly-minded men. For, as the poet says,—

“The man of pure and simple heart,
Through life disdains a double part,
He never needs the screen of lies,
His inward meaning to disguise.”

Lastly, many men lie not so much from a wish to deceive as from their indifference to the truth. “They are not sufficiently anxious to be correct, and tell things which are not strictly true, but which come uppermost and might please.”

Obedience to parents

“Honour thy father and thy mother”

Obedience to parents is a virtue which we should try to practise. And the reasons are more than one. In the *first* place it is our duty to shew that we feel grateful to them for the manifold benefits we have already received at their hands. *Secondly* There are no truer friends on earth than our parents. It is not possible to over-estimate the affection they have for their children and the amount of anxiety which they feel for their welfare. Our friends of the world may deceive or disappoint us, but our father and mother never can and never will. *Thirdly* In our youth when we cannot always rightly think and act for ourselves, when our passions and impulses are ever ready to hurry us into indiscretions and guilt, we cannot do better than allow ourselves to be guided by

our parents who have seen more of this world, and its difficulties and dangers than has been possible for us.

Respect and affection due from pupils to their tutors

"Those who have laboured to make us wise and good are the persons whom we ought particularly to love"

The sentiment of respect and affection towards the tutor should be strenuously cultivated by the pupil, for it *practically* includes all the scholar's duty. For this sentiment is sure to dispose him to apply diligently to his studies, and to correct such faults of habit and character as ought properly to be corrected. In the next place, it is an essential virtue and the mark of a good heart that we should know how to express our gratitude to those who have faithfully helped in our education, and to whom we are indebted for the correction of our faults in youth.

2 When we are young, we do not naturally like those who watch our conduct with some degree of severity, but we should still learn to cheerfully obey them and respect them, for the tutor's severity arises from a solicitude for our welfare, the value of which we can appreciate only when we have left our youth behind, and attained to sober age.

Health

*"I sigh not for beauty, nor languish for wealth,
But grant me, kind Providence, virtue and health."*

Health is that condition of the human frame in which every organ performs its proper duties. The organs are liable to be deranged, if not properly taken care of and the consequence is *disease*. Diseases shorten life and render it miserable. It would not avail me, so long as I wanted in health, whether I possessed so much riches, or whether I was more gifted than other men with a superior intellect. Health is a rare blessing and, with the Hindu sages, the road to all virtue.

2 The preservation of health being a clear necessity, we must observe the *laws of health*, that is to say, regulate our living in accordance with certain rules which, when obeyed, would help the different organs to perform without difficulty their respective functions. These laws are not many in number. We should breathe pure air, drink pure water, eat wholesome food and avoid damp. We must frequently wash the whole surface of the body, and generally, we must observe great moderation in everything. Too much eating, too much study, or too little, too much anxiety, too much sleep, or too little, are always unwholesome.

3 The common fault of students, when their examination is at hand, is hard study. We all know how hard study surely tends to impair our health. Therefore the course to be followed by one who has to appear at an examination is to begin work early and make the best use of time, so as never to feel the inconvenience of late hours and of a distressing anxiety.

Punctuality

"Punctuality is the soul of business"

Punctuality is a virtue the importance of which is appreciated only by those who would succeed in any calling, lofty or humble. Punctuality when it is joined with *method* and *accuracy* leads to certain success. A habit of punctuality prevents a person from needlessly breaking appointments and inspires other people with a confidence in him. People consider a punctual man as a conscientious man who does not recklessly waste the time of others as well as of himself. He is therefore valued as a person who has a proper sense of the duty he owes to himself and to others. Such a man is trusted and respected and rarely fails, if ever, to attain to some distinction. Nelson, Napoleon and Washington were all remarkable for a habit of rigid punctuality. "On one occasion, when Washington's secretary pleaded the excuse of a slow watch for being a little behind time, he received the deserved reply—"Then, sir, either you must get a new watch, or I must get a new secretary"

2 A habit of punctuality it is not easy to acquire. But if it is to be acquired at all, it must be done in youth, for then it costs us comparatively the least effort. And once acquired, the habit grows upon us by the repetition of exercise, to the advantage of the possessor and to the advantage of those with whom he has to deal.

The Value of Time

"Dost thou love life ? then do not squander time, for that is the stuff life is made of"

Time is valuable for various reasons

FIRSTLY —If you squander time, your work remains undone and may continue being put off till it would bring you some inconvenience, difficulty, or possibly danger. At any rate you may lose through delay any advantage which it might have been otherwise possible for you to reap.

SECONDLY —Time when it is once gone is gone for ever. Other things might be lost and recovered, or replaced. Lost wealth might be replaced by strenuous industry, lost knowledge by a course of study, even lost health by due care, but *lost time* is gone for ever. As the poet says —

"Time that is past thou never canst recall,
Of time to come thou art not sure at all
Time present only is within thy power,
And therefore *now* improve the present hour"

THIRDLY —The performance of our *duties* in life is only possible through a proper appreciation of the value of time. The never-failing excuse on the lazy man's lips for his having omitted to do something which he ought to have done is his want of leisure, —or the necessity of having a variety of things to attend to. And

yet it is an observed fact that those who really do much never complain of want of time. The explanation is that a habit of doing much leads to a habit of doing more, while a habit of doing little soon gives rise to a habit of doing less.

Where there is a Will there is a Way

"No man ever worked his passage anywhere in a dead calm."

1 There is no walk of life but there are obstacles and difficulties to be got over. The reason why in most cases men fail to attain success is that they magnify or overestimate the difficulties to be overcome. And it is an observed fact that those magnify them the most who possess the least strength of mind. And it is also equally well-known that those who can put *heart* into their work make light of every difficulty. No doubt there are extraordinary cases where the utmost energy of will does not avail, but those cases are very rare or exceptional, and may properly be left out of account here.

2 The chief reasons why a resolute will helps us in getting over difficulties are not far to seek. In the *first* place, the strong will brings *patience* in its train, without which no great and permanent work could be done. *Secondly* The strong will prompts us to repeated efforts, and by this repetition of effort we come to acquire power and facility. *Thirdly* The experience of failures often proves a blessing in disguise to the man of determined will. For experience will at once tell him why he failed and point out to him the means of future success. It is not the sunshine and calm of life, but its rugged experiences, the storms, tempests and trials, that so often prove the best helps to those who, like Julius Cæsar, whatever they will, will strongly.

Intemperance

"Could we survey the chambers of sickness and distress, we should find them peopled with the victims of intemperance, sensuality and self-indulgence."

"Intemperance is the habitual indulgence in drinking spirituous liquors."

2 The vice of intemperance is not contracted all at once, no man becomes a confirmed drunkard at a stroke. Like all bad habits, when once contracted, it grows and grows, till we are reduced almost to helplessness.

3 But how did those who have got into the habit, get into the habit at all? It is bad company and bad example primarily that lead us into the depths of the vice, and in the case of the weak-minded men, the evil work is soon done. He is persuaded that moderate drinking far from being an evil is essentially necessary to the preservation of health, so he drinks for the first time, being led to believe that it is harmless to do so. But the tiny dose requires repetition, and so, gradually and stealthily, the mischief is done. For in nine cases out of every ten, it so happens that

the drunkard whose beastly conduct we abhor and detest, or whose misfortunes move our pity, was a moderate drinker in the beginning. It is moderate drinking that by quickening the animal appetites proves most frequently the first step to the greater vice of intemperance.

Self-reliance

"He who begins with crutches will generally end with crutches"

Self-reliance or self help denotes the habit of depending mostly upon one's own powers and energies, and *not* upon the assistance of others for success in any calling or undertaking.

2 The importance of self help arises from the fact that more help than is really necessary prevents the growth of our powers. For this external help makes us less capable of helping ourselves (when there is nobody to help us) than we might be. The lesson that is soon learnt with the help of a teacher is sooner forgotten than that which takes a good deal of time and trouble for the scholar to learn for himself.

3 In this world, where people are always fighting against each other for the prizes of life, the self-reliant man has better chances of success than one who does not put forth his own powers. To the indolent the prospect of having to rely upon their own efforts rather than depend upon others for help is indeed very unpleasant. But with the industrious and self-reliant, such necessity brings out their best powers and carries them onward in self-culture, self-control, and growth in knowledge and wisdom. "History tells us that the *lucky ones*, as they are called, always began life at the foot of the ladder, while the *unfortunates* are always speaking of what they might do under happier circumstances."

4 The virtue of self-help may be possessed by single individuals, as well as by a whole nation. Look at the English who have been the most successful nation on the face of the earth, because they are a nation of self-reliant men.

Commerce

The public becomes powerful in proportion to the opulence and external commerce of private men—Hume

"Commerce is the intercourse on a large scale between the merchants of different countries and places in the buying and selling of merchandise."

2 Commercial intercourse between two countries necessarily takes place when the productions of one country are in demand in the other where they are not as easily and cheaply had, or had in sufficient quantities. Thus England cannot produce much cotton which has to be supplied to it by America and India. Similarly India has to supply England with wheat and rice. The goods sent out of a country to meet the demand of a foreign market are the *exports* of that country, and the goods coming into a country from another to be sold there are called the *imports* of the former.

3 Commerce, therefore, has many advantages to recommend it. In the *first* place, if there were no commerce, we should go without things useful and necessary but not obtainable in our own country, except at great cost. In the *second* place, if there were no commerce there would be a waste of such things as can be easily and cheaply obtained in our own country, because there would be more than it would be necessary for that country to consume. *Thirdly* Things which would but for commerce be wasted or uselessly consumed may be exported to a foreign country and exchanged there for things which the exporting country has a demand for. Commerce, therefore materially benefits the exporting and the importing countries and constitutes a source of national wealth to both. England could never be what she is at the present day, but for her commerce.

4 But these are not the only good results from an extensive commercial intercourse. *First*—National prejudices and peculiarities come to be respected and tolerated. *Next*—The good points in the character and civilization of different nations come to be gradually understood, and in some cases assimilated by one another.

5 Commerce, however, has its evils and evils of a very serious kind. Its rivalries, and jealousies, the absorbing interest created by it in purely material concerns its aggressive wars with their attendant horrors, all conspire to drag men from all that is high and holy, into the depths of the material, the temporal and the sensual.

Translation

Hints —Translation signifies clothing the ideas and thoughts expressed in one language in the idiom of a foreign tongue. (2) The treasures of the ancient sages are appropriated by us through the medium of translation. (3) It is the best mode of acquiring proficiency in a foreign tongue, for differences of idiom are brought prominently forward. (4) A literal rendering of an author's words must not be preserved at the sacrifice of idiom.—*Tannock*

Famine

Hints —(1) Famine is generally caused by a failure of crops, which arises from an insufficiency of seasonable rain. (2) It may also be caused by an overabundance of rain. (3) Its effects are more visible on the poorer classes than on the rich but some traders gain by it. (4) Our duty is to relieve distress as much as possible when a famine occurs. (5) The moral of famine is that nations should endeavour to improve in agriculture,—to desist from depending on one sole staple of food.—*Tannock*

Slavery

Hints —(1) Slavery is contrary to the benevolent purposes of God, who created all men of one blood, endowed alike with reasonable souls. (2) As far as the master is concerned, he looks upon his slaves as his property, and consequently endeavours to

gain the most by them, causing little or nothing for them, cruelty is engendered in his breast (3) As for the slave, he feels that he is a despised wretch, that he has no status in society, that all his labours benefit his master alone, that he can not enjoy domestic bliss, — all these excite discontent and murmuring, and if his master is a hard task-master revenge is excited in his breast, for he does not feel the cheering influences of hope — *Tannock*

The Press

Hints —(1) The Press exerts a great influence in politics, in the regulation of society it is the medium through which the voice of the people makes itself heard, abuses are corrected, reforms encouraged, justice maintained and the social and material progress of a nation stimulated, by the agency of the press (2) The press is a valuable aid to mass education (3) All these beneficial results require that all obnoxious restraints on the freedom of the press should be removed — *Tannock*

The Railway

Hints —(1) The Railway opens up a country people of the remoter parts are brought into contact with those of the chief city (2) The resources of the district are tapped new trades spring into existence the refinement of cities is carried into the interior (3) The arm of the police reaches every part of the country more easily crime is more effectively put down — *Tannock*

Advantages of a good Education

Hints —(1) Education denotes the leading out of the mind from a state of ignorance. (2) Man's threefold nature should form the object of Education—*physical, moral and intellectual* (3) By education we are enabled to form correct ideas of our duties to God, to ourselves and to our fellow men (4) We are enabled to understand the phenomena of nature, the events that are transpiring around us, the causes which affect the welfare of nations (5) We appropriate to ourselves the treasures of the past intellectual world and become fitted to benefit not only our age, but posterity (6) Crime diminishes and religion and virtue spread among men under the fostering hand of Education — *Tannock*

CHAPTER XX

HINTS ON ANSWERING EXAMINATION PAPERS

579 Only students who have read up their subjects thoroughly, and have also had constant practice in answering papers, can answer them well But it is hoped that the following directions as to the manner of answering, will if carefully observed, enable the candidate to obtain more marks than he will if he pays no attention

to them. The candidate must remember that many are 'plucked' for want of a *single mark*, and he should therefore avail himself of every honest means of obtaining as many marks as he can.

Directions

When the question paper is put into your hand, *begin at once to read in through*, without wasting your time in looking about you. Take care you read *all* that is printed on it. Sometimes the examiners indicate certain questions which all *must* answer, sometimes they say that a certain number only out of the whole should be answered. Sometimes they give directions as to the manner of folding the papers, margins, &c. If you fail to attend to any of these, you may lose marks and may be the cause of your failure.

2 Note the time allowed for answering the paper, as well as the number of questions you have to answer, and regulate the length of your answers, and the time you spend on each accordingly.

3 When you have read the paper once, or twice if necessary, select *some questions which you are sure you can answer correctly and well*, and answer it. Take up the easiest questions first, then those that are the more difficult, and lastly those that you think are very difficult and require much thought. The great disadvantage of beginning with a difficult question is that, after spending a good deal of your limited time on it, you might possibly have to give it up and begin with another. And as when busy trying to answer a question you hardly notice how time flies, you may not have enough time left to answer sufficient number of questions to secure a pass. Besides, there is another reason for beginning with a question you can answer well. A well-written answer at the beginning of your answer paper will go a great way in gaining you the examiner's good opinion, and that is a great thing.

4 Try to keep yourself *cool and collected* and not get nervous and excited as if you were going to read your death-warrant, instead of a question paper. If you should get nervous and excited, you will certainly commit blunders in a dozen different ways, you may read a question hastily and wholly misunderstand the meaning, you will leave out half an answer in one place, forget to answer a question altogether in another, omit your name or number or both, spoil a whole page with a dash of ink so as to have to tear it up and re-write all that was written on it again, and so on, without end.

5 While you are engaged in answering one question, fix your thoughts entirely on it, as if it were the *only* question in the paper and do not let them wander to other questions. If your thoughts keep wandering from question to question you will answer none well and you will stand a good chance of failure.

6 Before you begin to write on a sheet, *number* it at the *right hand top corner*. This will help you in arranging your sheets when you are done.

7 *A good hand-writing* is very useful in an examination, but it is not every one who can write a good hand. Every one can, however, write *neatly* and *legibly* if he chooses, and that will make up in a great measure for the want of a good hand-writing. Write legibly, so that every word you write can be read without difficulty. If any word is written illegibly, you may be certain the examiner will not take the trouble of making it out. He has hundreds, sometimes thousands of papers to examine in a limited time, and he has no time to devote to deciphering the illegible hand-writing of the examinees. To write neatly, pay proper attention to directions about blots, leaving a margin, &c.

8 Leave a *fair margin*, say about an inch or an inch and a half, on the left hand side of your papers. This is best done by doubling the paper *over* and making a crease or fold at the required distance from the edge.

9 Write *nothing in the margin* except the numbers of the question. These numbers must be written just near the *left-hand* side of it. The letters or numbers marking the *sub division* of questions may be inserted just near the fold on the *right hand* side of it.

N B—In numbering your answers, take care that you number them exactly as the questions to which they are the answers, are numbered. For instance, if a question is divided into three parts *a, b, c*, do not number your answers 1, 2, 3, or if Roman numbers (I, II, &c.) are used for the questions do not use Arabic numbers (1, 2, &c.) Also do not write 'answer to the first question,' answer to the second question,' &c. Simply put down the number of the question as directed, and proceed to answer it. Do not write the question out again in your answer-paper.

10 Begin every answer and every sub division of an answer with a *new paragraph*, i. e., let the first line begin a little further to the right than the others.

11 Leave a *uniform space between the lines*, say about half an inch and take care that your lines are straight and parallel to one another.

12 Between the end of one answer, and the beginning of another leave a *space of about an inch and a half, or two inches*, and between sub divisions of an answer leave a *space of half an inch, or one inch*.

13 Let your answers be *brief and to the point*. The examiner wants answers to what he asks and nothing more. Do not therefore drag into your answer *useless and uncalled for details*. Nothing annoys an examiner more than to have to toil through two or three pages to find out that the candidate is able to answer that which he is asked, and which he might have answered in as many lines.

14 Pay great attention to the following rules of grammar —
(a) Every sentence and every clause must have a finite verb. See that each of your sentences or clauses *has* a finite verb, and see that you do not mistake a mere participle or infinitive for a finite verb.

(b) Every sentence or clause must have a subject and a predicate. See therefore that each of your sentence has these

N B—In co ordinate sentences, the subject can be understood from the first, in those that follow it. But this does not apply to a principal sentence and its subordinate clauses. A subordinate clause cannot have its subject understood from principal sentences, it must have its own subject. So also with predicates

(c) Every finite verb must have a subject

(d) Every transitive verb must have an object. In the vernacular this is frequently understood, but this is to be avoided in English. Double object verbs must have both objects expressed

N B—See that you did not fall into the mistake of using intransitive verbs for transitive *&c*, putting an object to intransitive verbs

(e) Verbs must agree with their nominatives in number and person

(f) Pronouns must agree with the nouns for which they stand in number and person

(g) Do not use the active voice when you should use the passive (*&c*, when the object of the action is the subject), or the passive when you should use the active

(h) Do not use the active progressive form instead of the passive voice. The present (imperfect) participle is of the active voice, the past perfect [of a transitive verb] is of the passive voice. So the verb *to be* with the present participle makes the active progressive form *&c*, 'I was *beating*'. With the past participle it makes the passive voice, *&c*, 'I was *beaten*'

(i) See that you use present tenses only when you are speaking of the time actually *now present to you*, and past tense for all past actions

(j) Try to learn the uses of the present perfect and the pluperfect. They are often required where the vernacular uses the past tense, and *vice versa*

(k) Tenses should agree [*&c*, the sequence of tenses must be observed]. In the vernacular a mixture of tenses is very common, this is not allowable in English

(l) Two or more finite verbs governed by the same nominative require a conjunction to connect them

(m) *Direct* narration does not require to be introduced by a conjunction. But indirect narration requires one, *viz*, for statements, *that* for questions not beginning with an interrogative, *if* or *whether*

(n) Do not confound the use of *say* and that of *tell*. *Say* requires only *one object*, the noun sentence. But *tell* always requires two objects, *viz*, that of the *persons* as well as the *noun sentence*

(o) When two things are compared, be sure not forget to use the *comparative* degree, and when *more than two*, the superlative

degree It is very commonly observed that students use the positive when they should use the comparative or the superlative.

(p) Do not use adjectives for nouns ('he was never in *angry*' for 'he was never in a *passion*') or *vice versa* ('he was a *patience* man'), nor adjectives for adverbs or *vice versa* Be sure that what you use as noun or adjective or verb or adverb, &c., is really such

(q) Do not use words that you do not remember to have seen used in books, especially do not *make words*

(r) As the compound relative *what* stands for both *relative* and *antecedent*, to use an antecedent with it is wrong, e.g., *all what* should be *all that*

(s) Do not omit the relative pronoun when it is the subject in a sentence, on the other hand the relative pronoun when object to a verb can often be omitted and a prepositional phrase or a participle is often better than a subordinate clause headed by a relative pronoun

(t) Both personal and possessive pronouns are often omitted in the vernacular, but they must always be expressed in English if the sense requires them

(u) The sense of *have* is expressed in the vernacular by the same verb that expresses that of *to be*, but they must not be confused in English I translate by *have* wherever *possession* is to be expressed, and also in making the present perfect and pluperfect tenses

(v) The conjunction introducing adverbial clauses should not be omitted

(w) As a general rule, every class name, when first mentioned in the narrative, requires, if singular, the *indefinite* article, and if plural, *some*, and the *definite* article every time it is mentioned again in the same narrative.

(x) Try to remember the appropriate preposition used with each noun, verb, adjective and adverb

15 As soon as you are told you have only five minutes more, stop writing and begin to revise your answer papers, and make any correction you think needed, particularly those of grammatical errors The five minutes so spent will bring you more marks than if you spent them in scribbling down some hurried and scrambling lines on the last page

16 Last, but not least, is the duty of being strictly honest in the examination room Do not try to copy, or otherwise deceive the examiner Apart from the disgrace that must necessarily follow discovery, you must remember that copying is simply another form of stealing, and must avoid it with as much fear as you would theft.—Adapted from *Sheppard's Matriculation Manual*.

INDIAN
UNIVERSITY EXAMINATION PAPERS.
ENGLISH GRAMMAR AND COMPOSITION

CALCUTTA UNIVERSITY ENTRANCE EXAMINATION.*

ENGLISH GRAMMAR AND COMPOSITION

1885

1 Not more than about five-eighths of the words in the English language are derived from Anglo Saxon, in what sense, then, is it correct to say that English is of *purely* Teutonic origin?

2 (a) Give the feminine of —volary, singer, ant, printer, drone, friar, monk, tailor, heritor, marquis, John, Charles

(b) Give *six* instances in which the masculine is formed from the feminine

(c) Compare far, fore, forth, nigh, old, late

3 (a) Give the plurals of story, valley, sky, and frame, according to your answer, rules for the formation of plurals of words ending in y

(b) Are the cardinal numerals *below one hundred* ever used in the plural form? Give examples. I examine whether the singular is correct in the following —“I'll take the ghost's word for a thousand *pound*”

“*This* ten year have I served him well

(c) Give two different meanings of the plural, and two different forms of the plural, where such occur, of each of the following —custom, number, cloth, shot, per, part, letter, genius, coin

4 Give nouns derived from the following words —tell, dig, cock, break, premise, slow, wake, brood, sow, give, high, heal, dear, bear, advise, choose, refuse

5 (a) I give sentences to illustrate the use of (1) “*what*” as, (a) compound relative, (b) interrogative, (c) an interjection, and (d) an adverb, (2) “*that*” as, (a) a relative, (b) a demonstrative, and (c) a conjunction, (3) “*some*” as (c) an indefinite pronoun, and (b) an adverb

(b) Distinguish between the forces of relatives “*who*” and “*that*” in the following —“The man *who* excuses himself, accuses himself,” and “the man *that* excuses himself, accuses himself”

6 (a) Illustrate by examples the uses of the present tense as expressing (1) an historic present, (2) a future indefinite, (3) a universal truth, (4) an habitual state, (5) the possession of a faculty, (6) a single act

(b) Give the past tense and past participle of each of the following —thrive, forbid, blow, thrust, sting, slide, melt, read, stink, shed, drown, wend, cleave, sow, see, sew, sow, sue

(c) Form transitive verbs from the following intransitive forms —sit, fall, rise, sleep

(d) Name the mood of each of the words in italics, and show how the mood affects the meaning of each passage, in the following —

“if it *is* so, it is a grievous fault”

“if it *be* so, it is a grievous fault”

“*were* it so, it *were* a grievous fault”

* Most of the Examination Questions have already been answered under proper heads in the body of the book.

7 (a) What form of the possessive is taken by words denoting human beings? Is it correct to use "*of*" in the following — "I diligently peruse the diary *of* the traveller who has crossed the snows?"

(b) Show the exact force of "*of*" in each of the following expressions — the song *of* the bird the wings *of* the bird one *of* the birds, a bird *of* prey a flight *of* birds the ostrich is a monster *of* a bird

8 Explain the exact force of each different form of "*shall*" and "*will*" in the following, pointing out any incorrect uses that may occur —

"*Shall* you see me to-morrow?" — "*I will*"

"*Will* you see me to-morrow?" — "*I shall*"

"*Will* I see you to-morrow?" — "*You will*"

"This construction, I *should* think, is faulty"

"I *would* attempt it, if you *should* fail"

"I warned you, but still you *would* venture."

"What if my valour *should* leave me? — for valour *will* come and go"

9 (a) Rewrite with correct punctuation the following passage (remembering that the speaker is anxious, not to offend, but to please those whom he addresses), and (b) give the sense of the passage according to the corrected punctuation —

"If we offend, it is with our good will
That you should think, we come not to offend,
But with good will To show our simple skill,
That is the true beginning of our end
Consider then we come but in despite
We do not come as minding to content you,
Our true intent is. All for your delight
We are not here That you should here repent you,
The actors are at hand and by their show
You shall know all that you are like to know"

10 Write an Essay in English on *one* only of the following subjects — *either* (a) The late Calcutta International Exhibition, or (b) A description of the school at which you have studied, and of the manner in which you spent the last long vacation

1886

1 Why would it be difficult to construct a long sentence in English solely out of words of classical derivation?

2 (a) Give the plural forms of — volcano, piano, cuckoo, life, fife, gas, lieutenant governor, cloth

(b) Give the possessive case of — Prince of Wales, brothers, brethren, empress

(c) Give diminutives formed from — man, goose, dear, lad, lance

(d) Give adverbs formed from — mighty, need, single, one, careful, true

3 Distinguish between the meanings of the prefixes in each of the following pairs of words —

impute	}	undress	}	dethrone	}	forego	}	antimacassar
improper		unlike		declaim		forebode		anticipate

4 Form sentences to show the difference in meaning or usage between — *whole* and *the whole*, *a people*, *the people*, and *people*, *to say* and *to tell*, *since*, *from*, and *for* (in expressions of time)

5 Give in simple prose the meaning of —

- (a) See the wretch that long has lost
 On the thorny bed of pain,
 At length repair his vigour lost
 And breathe and walk again
 The meanest floweret of the vale,
 The simplest note that swells the gale,
 The common sun, the air, the skies,
 To him are opening Paradise
- (b) For them no more the blazing hearth shall burn,
 Or busy housewife ply her evening care
 No children run to lisp their sire's return,
 Or climb his knees the envied kiss to share

6 Write out the following sentences, supplying the proper prepositions —

- (a) True politeness consists—considering others' feelings (b) The furniture consisted—chairs and tables only (c) You should be consistent—your statements (d) Your practice is not consistent—your professions (e) The accident which resulted—the man's carelessness is likely to result—his death (f) Confide—me and I will try to help you (g) The management of the affair was confided—me

7 Explain—

- (a) He allowed himself to be governed by the odious delusion that the interests of a State can be advanced and ought to be pursued by means which an ordinary man of decent character would scorn to employ for any object in private life

- (b) It is fairly to be said for Wellington that the proportions of his personal greatness seem to grow rather than to dwindle as he and his events are removed from us by time

8 Analyse—

- (a) I will give you no more money till I see how you see what you have
- (b) So closely connected with these men was Howard that a rumour soon gained ground that he was not the real author of the plays that were exhibited under his name, but that young noblemen composed what they had not the courage to own

9 Rewrite the following sentences, substituting in (a) words or expressions of Teutonic origin, and in (b) words or expressions of classical origin for the words in italics, the sense being preserved

- (a) The Jews are so *disseminated* through all the *commercial* nations of the *universe* that they are become the *instrument* by which the *most distant countries mutually converse*

- (b) He had *run through* a large fortune, though he had not yet *come of age*, and he was then in *great wretchedness*. He did not know *where* to return for help. On *thinking over* his *former behaviour* he *could not but acknowledge* that his *downfall* was *owing to* his own *thoughtlessness*

10 Form sentences to illustrate the various uses of the infinitive mood

- 11 (a) Write a short letter with date and direction, to a friend in another school, asking for information regarding the books used in the Entrance class in his school

- (b) Describe any out door game that you have seen or taken part in

1887

1 Define *noun*, *preposition*, *reflexive pronoun*, and *transitive verb*—give an example of each, and show in each case how your definition applies to the example

2 Supply each of the following blanks with the proper preposition, —Condole—a person, bestow it—John, believe—her sincerity, beware—mistakes, hanker—riches, the election hinged—his vote, he was guilty—*theft*, do not pry—other men's secrets, they reckoned—small profits, he had great pride—his birth, but she was very prone—idleness

3 Explain the force of *the* in the following —*the* house that Jack built, he gained *the* advantage, *the* more, *the* merrier, he is *the* poet of Bengal, *the* Queen, they shake *the* head, *the* rich and *the* poor, *the* Punjab, and give another example to illustrate each of these uses of the definite article

4 Explain the suffix in the following words —*quicker*, *archer*, *engineer*, by *stander*, and the prefix in the following —*asleep*, *alight*, *aghast*, *awear*, *behead*, *behalf*, *becloud*, *becalm*, *bedrub*, *belong*

5 (a) Give the two different meanings of the word *too* Illustrate each meaning by an example

(b) Illustrate by example the difference between *tell* and *say*

(c) Show the meaning of *Yes*, *Sir*, and of *No*, *Sir*, in answer to a negative question, such as "You were not at school yesterday?"

6 Correct the mistakes in the following sentences —Put as many furnitures as will contain in the room, my remark, to morrow, was referred to his behaviours, he was ruined by dirt, losses, mischiefs, and others He asked that how much it costed "When you are going?" "On the last but one day"

7 Explain the word *for* in the following —He passed *for* a rich man, six *for* penny, they are page *for* page the same, he was *for* war, he was bound *for* New York, a good *for* nothing boy, he is good *for* one thousand rupees, it is good *for* fever

8 Explain the following —

(a) A pheasant was placed in a pen with a solitary chicken These birds formed a strong attachment for each other which was shown in a variety of ways. The pheasant died and was stuffed The chicken was turned loose, but appeared miserable, after the death of its companion, and on being shown it in its stuffed state, drooped its wings, and, after vainly striving to get at it, fixed its eyes on it earnestly, and in this attitude died

(b) A valiant heart, simple, correct, austere,
Hewn from the solid rock, sincere as gold,
Straight as an iron rod —a man of old
Whose noble nature never knew a fear

9 (a) Write a short letter to your father or guardian asking him to give you a small sum of money, and telling him to what use you intend to put it

(b) Write a short essay on *any one* of the following subjects (1) The last cold weather holidays, (2) the cow, (3) a river, (4) punctuality, (5) truthfulness

1 Into what classes may the consonants of the English alphabet be divided ? Give examples of each class

Define the terms *diphthong*, *abstract noun*, *intransitive verb*, *predicate*

2 Distinguish *accent* from *emphasis* What is the difference between *désert* and *desért*, *minute* and *minúte*, *world* and *wórld* ? Place the proper accent on each of the following words *illustrate*, *illustrious*, *chastise*, *chastisement*, *corrupt*, *corruption*, *pious*, *impious*

3 Explain the prefixes in *mislead*, *pervert*, *convert*, *withdraw*, *disable*, *unable* and the suffixes in *foolish*, *saltish*, *darling*, *hurling* *loiter*, *loiterer*, *kitten*, *wooden*

Form verbs from the nouns *wealth*, *advice*, *grass*, *nest*, *patron*, *friend*

4 What is the difference between strong and weak verbs ? Give three examples of each

Form sentences to show the difference in meaning between *born* and *borne*, *laid* and *lain*, *loosed* and *lost*, *sowed* and *served*

5 Contrast the uses of *shall* and *will* when employed as auxiliary verbs, showing by examples how the meaning varies according to the person used

6 Correct the following sentences —

(a) He thinking that his brother to be dead, became much sorrowful

(b) I have not seen him long since

(c) Australia is a largest island of whole world it is great deal largest of all the others

(d) He said me yesterday that he will come within 25th August

(e) The drunk man tried to pick up quarrel with me, but I denied to quarrel him

7 Express in simple language the substance of following passages —

(a) For miles around us lay the dead desert, whose sands appeared to quiver under the shower of sunbeams, far away to the south and east it spread like a boundless ocean, but there, beneath our feet, lay such an island of verdure as nowhere else, perhaps, exists

(b) Deeper, deeper, let us toil

In the mines of knowledge,

Nature's wealth and learning's spoil

Win from school and college,

Delve we there for richer gems

Than the stars of diadems

8 Connect the following sentences so as to form a single complex sentence —

I received the letter The next day I was sitting in my room I was deep in contemplation A noise disturbed me At first I thought it came from my watch My watch, I remembered, was on the table in the bedroom I found the noise came from a little insect That insect is called the death watch

9 (a) Write a short letter to a friend on the subject of a visit you propose to pay him

(b) Write a short essay on *any one* of the following subjects —

(1) The jubilee celebration in your town or district.

(2) Bodily exercise, (3) Friendship, (4) Snakes, (5) The Rainy season

1 Define the terms *collective noun*, *auxiliary verb*, *indirect narration*, *parsing*, give an example of each, and show how your definition applies to the example

2 (a) Form words in common use by adding as many as possible of the suffixes *-er*, *-ing*, *-less*, *-ly*, to the words *stately*, *occupy*, *day*, *feeble*, *whole*, *true*, *pencil*, *worship*, *run*

(b) Give one word containing the Latin prefix *in* (not)—to express—

(1) Incapable of being read (2) Incapable of being heard (3) Incapable of being repaired (4) Incapable of being accomplished (5) Destitute of knowledge

3 Expand the following compounds into equivalent phrases, using appropriate prepositions to connect the words of which they are formed —

[Example —*elbow room*—room for the elbow]

fire engine, *fire escape*, *fire proof*, *heart-sick*, *home sick*, *blood thirsty*, *blood stained*, *horse dealers*, *star gazers*, *tea cup*, *weather wise*, *weather bound*, *home bound*, *hard hearted*, *guess work*, *self confidence*

4 (a) Express in one *simple* sentence —

If it had not been for the help which I gave him, it would have been impossible for him to advance

(b) Combine the following sentences so as to form a single *complex* sentence —

It was thus that we heard the news A week before it arrived we were walking on the sea shore We were sad We were thinking over the chances of the war We saw a ship in the offing At first it looked to us like the vessel which we had long expected We recollected it could not be the *Orion* That ship could not have arrived so soon

5 Give the rules for the sequence of tenses in English, and justify or correct

“Were you not aware that a circle has only one centre?”

“It is absurd that you should be unable to do this”

What is the difference in meaning between “He ought to be here” and “He ought to have been here”?

6 Express in simple language the substance or —

(a) While, round the bowl of vanished years

We talk with joyous seeming—

With smiles that might as well be tears,

So faint, so sad their beaming,

While memory brings us back again

Each early tie that twined us,

O sweet's the cup that circles then

To those we've left behind us

(b) Following with praise worthy promptitude the directions of the knight, and taking advantage of the comparative lowness of the wall at that point, the maiden was able, herself unseen, to witness with tolerable security to her person, what was passing without the castle, and report in accurate detail the preparations that were making for the assault.

7 Form sentences introducing the following expressions, and explain the meaning in each sentence of the expression used —

Of course, *long since*, *after all*, *no sooner—than*, *on the whole*, *at all*, *at least*

8 Re write the following passage, correcting any errors in idiom —

"I cannot call into my mind that on any other occasion such large defilecations have been brought into the light. Although warnings after warnings were made to the accused, but they could not be prevailed to keep honest. The case of the first prisoner resembles to that of the second, both seem to have thought their conduct as a good joke. I have no fondness to pronounce heavy sentences, but I must give the prisoners enough of time to reflect over their crime before they are set at freedom."

9 (a) Write a short letter, about 10 lines in length, to your father or guardian, telling him how you have answered this morning's paper on your English text book.

(b) Write an essay, not exceeding 30 lines, on *one* of the following subjects —

(1) The hot season of 1888. (2) The best time for holding the University Examinations in India, (3) Learning to swim, (4) "Be it ever so humble, there's no place like Home" (5) The electric telegraph

1890

3 State clearly the sense of the following idiomatic expressions —

(a) He was as good as his word (b) Put in black and white (c) Their name is "Legion" (d) It goes against the grain (e) He threw cold water on the proposal (f) He wished to retire from the world

4 Define (1) the *simple*, (2) the *complex*, and (3) the *compound* sentence, and give an example of each in interrogative form

5 Form sentences showing the difference in meaning between — *outlook* and *look out*, *overreach* and *reach over*, *upshot* and *shot up*, *withstand* and *stand with*

6 Form sentences showing the different grammatical uses of — *but*, *now*, *one*, *since*, *that*, and explain each instance.

7 (a) Write a letter, of eight lines say, to a stranger to whom it is suggested you should offer hospitality

(b) Write a short essay, of 20 lines say, on *one* only of the following subjects —

(1) Snake charmers (2) The advantages of passing the Entrance Examination (3) Self denial

1891

1 Punctuate (using capital letters where they may be required) —

A valiant knight sir giles de argentine much renowned in the wars of palestine attended the king till he got him out of the press of the combat he would retreat no farther it is not my custom he said to fly with that he took leave of the king set spurs to his horse and calling out his war cry of argentine argentine he rushed into thickest of the scottish ranks and was killed

2 (a) Turn into the Indirect Narration —

Is it not almost incredible that pious and benevolent men should gravely propound the doctrine, that the magistrate is bound to punish, and at the same time bound not to teach? To me it seems quite clear that whoever has a right to hang, has a right to educate

(b) Turn into the Direct Narration —

They were told that they had now no chance of being relieved, and were exhorted to save their lives by capitulating

3 Complete the following sentences by inserting one word in each of the blank spaces —

(a) I—be much obliged if you—kindly let me know how the letter—be addressed

(b) If you—done this, you—certainly have lost your life (c) Instead of writing to him you—certainly—paid him a visit. (d) You promised me That you—wear it till the hour of death (e) He is such a man—you describe (f) Cicero boasted that he had—dust in the eyes of the jury (g) I sympathise—you in your affliction

4 Construct sentences to illustrate the use of the following words — *above, over, under, beneath, through, throughout, thorough, in, into, beyond*

5 Write a letter of at least ten lines to a friend, asking him to return to you four English books that you have lent him (N B —You should specify the titles of the books, and give your reasons for requiring them)

6 Correct the following sentences —

(a) Thou dashest him again to earth —there let him lay (b) I hope that I shall be hanged tomorrow (c) The book is bound in calf, with gilded edges

1892

3 State the sense of *shall* and *will* in the different persons when the sentence is a simple interrogative one.

4 Exemplify and explain three different senses of the verbs *do, go, make, run* as currently used

5 Write out, with the verbs all active transitive, (1) a *simple*, (2) a *complex*, (3) a *compound* sentence, and turn each of these sentences into the *passive voice* throughout, with only the *necessary* changes

6 Illustrate the various usage of (1) the *two articles*, (2) the prepositions *by* and *through*, and (3) the relative pronouns *that* and *which*, explaining each example, and noting particularly in each pair where their meanings are (1) very alike, and (2) very unlike

7 Correct (stating why) or justify

(1) Either he or you is right (2) His fever is abating, so don't think much of him (3) Keeping up night makes one sleepy next day (4) This is one of the finest ships that have ever been built

8 Write a letter (of from eight to ten lines, with seven words, say, in each line) to a friend, describing (1) your habits in study, or (2) how you proceed in committing anything to memory

1893

1 In the following sentences substitute adverbial or adjectival sentences for the phrases in italics

(a) 'He would not go *without his father's word*' (b) The thief ran away *for fear of detection* (c) Iron is *too heavy to float* in water (d) This is the place *of his birth* (e) I have some money *to spend* (f) Tell him the reason *of your going away*

2 Construct sentences to illustrate the correct use of — *No sooner—than, at once, after all, until* (conjunction), *as* (relative pronoun), *by* and *by*

3 Complete the following sentences by inserting one word in each of the blank spaces —

(a) —I answer the letter or—you like to do so yourself?

- (b) I remain, Sir,
—obedient pupil

[Address the letter to the headmaster of your school]

(c) I have been ill—two days, but hope to be better—to-morrow, and quite well—a week's time

(d) This road is preferable—that one, but I feel—tired to walk any further

(e) He burst—tears and said he was ashamed—his misconduct

4 Write a letter of at least ten lines to your father or guardian asking his permission to learn drawing give your reasons for wishing to learn

5 Punctuate the following passage, using capital letters where required

He invited Heiburg to avail himself of the opportunity which would then be afforded to effect his escape what exclaimed the noble dutchman and leave my unfortunate countrymen to perish no I will never desert the brave fellows who have fought so well for their country the english officer affected by the generosity of Heiburg's noble reply answered bravo my good fellow god bless you here is my hand i give you my word i will stay with you

6 Correct the following sentences —

(a) Do not despair to pass the examination though you had been hindered to study (b) He asked me that why had I not availed of the permission granted? (c) There is not so large city in whole India than Calcutta

7 (a) Form *adverbs* in *ly* from the adjectives *true*, *sure*, *ready*, *whole*

(b) Form *nouns* from the adjectives *wise*, *gay*, *happy*, *fatal*

Introduce each adverb and noun you have formed into a sentence of your own making

1894

1 Construct sentences to illustrate the correct use of the following words —*later*, *latter*, *laid*, *lain*, *born*, *borne* (to) *deny* (to) *refuse*

2 Complete the following sentences by inserting one word in each of the blank spaces —

(a) He took me—task for not acting—the information he gave me

(b) Only such students are to be admitted—the school—have passed the test examination (c) As I have no use—the book, what is the use—my buying it (d) Previously—being released, he was accused—having conspired against the king (e) To replace indulgence—harshness, is only to substitute one evil—another

3 (a) Turn into the direct form of narration —

The chairman said that he was glad to meet them there that evening, there was, however, one question he wished to ask them to begin with—had they carefully considered what would be the result of the decision they had come to at the previous meeting? Let them not think the matter one of slight importance either to themselves or to him

(b) Turn into the indirect form of narration —

[The chairman said in conclusion] 'I have seldom heard a question discussed with greater ability than has been shown by the speakers we have to night listened to This is, I should suppose, the last meeting we can hold this year You may congratulate yourselves on the amount of work you have completed'

4 Substitute phrases not containing a finite verb for the clauses in *italics*, without altering the sense —

(a) *As soon as you arrive, you should call in a doctor* (b) *This student is so backward that he cannot read a line correctly* (c) *Although he repeatedly failed, he was not discouraged* (d) *Since that is the case, you had better go home* (e) *Had you not helped him, he would have been ruined*

5 Punctuate the following passage, using capital letters where required —

indeed his whole character is most forcibly expressed in his own words which every young man might well stamp upon his soul the longer i live said he more i am certain that the great difference between men between the feeble and the powerful the great and the insignificant is energy inin cible determination a purpose once fixed and then death or victory that quality will do anything that can be done in this world and no talents no circumstances no opportunities will make a two legged creature a Man without it.

6 Correct any errors in the following sentences —

(a) He is having an attack of fever every day since last four days

(b) I will be very glad to see you again and hope you will accept of my invitation (c) If either of these books are yours, tell me who you wish it to be given to

7 Write a letter of about a dozen lines inviting a friend to spend the next vacation with you state how you propose to pass the time

1895

1 (a) Convert the following sentences into negative sentences, using the word *not*, with, and also without, an auxiliary Cats like mice. The boys study regularly Read your book (b) Find a rhyme for each of the following —build, league, grotesque (c) Accentuate the proper syllable in controvert, traffic, geography

2 Combine each of the following pairs of simple sentences into one simple sentences —

(a) I speak seriously The man cannot be trusted (b) He reached the school He found no teacher (c) He cannot come I am not sorry

3 Properly punctuate, and use capitals —in the wise words of Shakspeare all places that the eye of heaven visits are to the wise man ports and happy havens happiness indeed depends i repeat it much more on what is within than without us o how careful we should therefore be that we be well furnished within written on friday the sixth day of June at london england by john grant solicitor

4. Insert the proper word in each of the blanks —

Which of these two hats—yours? Neither—mine Both—yours The wind—down a large tree. The horse is—the stable. He died—fever I who—speaking to you saw what—done

5 What are the rules which guide you in spelling participles in *ing* and *ed*, as regards the final *e*, the final *y*, and the final consonant?

6 Write an essay of 80 to 120 words on (a) *Manliness*, or (b) *Deafness*, or (c) *The use and abuse of speech*

1896

1 (a) Combine the following into one complex sentence —

Those events were occurring At that time the queen died by her own hands This was commonly reported The queen had been his sole

partner in his wickedness. In her bosom he could sometimes seek momentary repose from those terrible dreams. Those dreams afflicted them both nightly. The queen was unable to bear the remorse of guilt and public hate.

(b) Analyze the sentence you have formed so far as to indicate how its various clauses are related to one another.

2 (a) Exemplify in three pairs of short sentences the Transitive and Intransitive uses of these verbs — *return, gain, get*

(b) Form three pairs of short sentences, employing the words, *prize, crop, mean*, once each as verbs, and once each as nouns.

3 Punctuate (using capital letters where they may be required) —
after school in the evening as he was standing silently beside Hardy who was ruling a sheet of paper for him Tarlton in his brutal manner came up and seizing him by the arm said come along with me Lovett I've something to say to you I can't come now said Lovett drawing away his arm ah do come now said Tarlton in a voice of persuasion well I'll come presently nay but do pray there's a good fellow come now because I've something to say to you what is it you've got to say to me I wish you'd let me alone said Lovett

4 (a) What constructions are exemplified by the italicised words in the following —

His elder brother taught *him English*

The dyer dyed the coat *blue*

(b) Turn the above into the Passive form

5 Correct the following —

(a) On my reaching to the office, my master told that since a long time you are not doing satisfactory works. He added that I will recommend for your dismissing.

(b) I cannot avul of your too kind invitation to go to yours during the time of holidays.

(c) If you are to give the Honours Examination in English Language in next year, why you are not commencing your study now?

6 Insert the proper word in each of the blank —

New books are so—that I must—to procure second—ones John, as well as James,—to be rewarded for—diligence. This boy and his brother—reason to feel ashamed of—cowardly behaviour. He alone has faithfully—his promise, the others have treacherously—theirs.

7 Write a letter of about 100 words to a friend in the country, offering to spend a week with him.

1897

1 Construct sentences to illustrate the correct use of —*too, to morrow, very much, too much, much too, the sooner, needs*,—giving two sentences to each of the words *needs* and *too*, illustrating different uses to which these words are put, and one sentence to each of the other expressions.

2 Complete the following sentences by inserting *one* word in each of the blank spaces —

Compare this—the original —whom was he married? I entrusted you —a secret. Do not rob him—his fruit. He was not fit—his post. He insists—his paying his debt. I who—happy cannot weep. Neither John nor I—able to go now. I—fulfilled—duty. The long and short of the story—this. I found him better than I expected to—him.

3 Punctuate the following passage, using capital letters where required —

having arrived at cardiff he called on blind walter ross the baker for lodgings what caused you to come here asked the blind man and what may be your business in cardiff robert jones the peat cutter advised me to come here he said you were honest and respectable my business is to build for mr john morris in high street theres a clear ring in your voice young man yes yes i shall i shall be glad to have you come in sir

4. Write the following in correct English —

I am having no post and suffering much difficulty to support my family I can read and write both English and Bengali languages and can do the work of a teacher either in English or Bengali School of the lower classes, and also I understand the work of any kind of assistant clerk but I have not such any benevolent friend as by his help I can find any post

5 Write a letter of from 60 to 100 words on *houses*, or *clothes*, or *books*

6 (a) Decline in full the nouns *man* and *shelf*, the pronoun *myself*, the personal pronoun *she*, and the relative pronoun *who*

(b) Define a preposition, give four different meanings of the preposition *of*, and a sentence illustrative of each meaning

7 Give rules for the correct use of the subjunctive in English

1898

1 Analyze the following, and say what a sentence is and what kind of a sentence this is, naming the subject, predicate, completion of the predicate, adjuncts of the subject and predicate, and of the completion of the predicate, if any — 'The professional man, wearied with the cares and labours of his office, when he comes home, takes up whatever book may happen to be the reading of his wife or daughters'

2 Complete the following sentences by inserting *one* word in each of the blank spaces —

He insists—being paid, even after entrusting him—twenty rupees He jeered—him, a fact involved—mystery On their issuing—the house, they all joined—the pursuit A wise man provides himself—a famine, and himself—a revolver The Lord preserve thee—all evil and cure thee—all thy diseases She put—airs, and dressed herself—silk He struck his name—the rolls and herself—the back

3 Punctuate the following, using capital letters where required —

at the howrah railway station on friday morning the fourth instant an old lady named smith said to a pompous looking bengali gentleman who was talking about steam steam woman said he is ch ah steam is steam i knew that fellow couldnt tell you said a rough looking loafer standing by but steam is a bucket of water in a tremendous perspiration

4 Correct the following —

(a) I went to home to morrow and on reaching to home I told my father that since a long days I was made many progress He was too much pleased

(b) I was at yours last month and saw your elder and he gave me a too kind invite for spending the holidays It wont rain I dont think

(c) This is one of the most difficult papers that has ever been set I never have nor never will approve such a paper Tell me who you saw

5 Write a letter of from 100 to 120 words on *Envelopes*, or *Postcards*, or *Postage Stamps*

6 What are compound words? Give two compound words of each of the following classes :—(a) *two nouns*, (b) *noun and adjective*, (c) *verb and noun*, and (d) *reduplicatives*

7 Give four rules as to the position of adverbs in a sentence. Illustrate each rule by an example. Show by means of examples how the position of *only* modifies the meaning of a sentence

1899

1 Analyze the following sentence into its component clauses, name these, and indicate how they are related to one another — 'I often think that the parent, guardian, or teacher who has happily omitted to instil this vile prudential consideration, or enabled the child to resist it, even if he, the teacher, has omitted much good advice and guidance, has still done better than that teacher or parent who has filled the child to the brim with good moral considerations, and yet has allowed this one piece of arrant worldliness to creep in'

2 Give examples of the various uses of the subjunctive mood in English explaining, in each instance, the meaning

3 (a) Form nouns from—*brutal, casual, grand, gallant*

(b) Form adjectives from—*land, fire, brass, brine*

(c) Form verbs from—*gold, white, spark, thief*

4 Correct the following sentences —

(a) When I inquired him the health of his family members, he replied me that my oldest son has cough

(b) These facts have no bearing to the matter at hand

(c) In spring season the song of cuckoo hears too sweet

(d) I remained well satisfied at the Pandit's teaching in Sanskrit

(e) My father told, 'My circumstance is not so good. How I can give your expenses of fooding and study in Calcutta?'

(f) His best portion of his life was spent at the country, where he was surrounded by beautiful sceneries

5 Complete the following by inserting *one* word in each of the blank spaces —

'A man was angling—the river—dry, and—a small fish. As he was taking it—the hook and going to put it—his basket, the fish opened—mouth and began to implore his—, begging that he would throw it—the river— "And why—I have pity—you, and throw you—the river—?" asked the man. "Why,"—the fish, "because at present I am—young and little, and not so well—your while—I shall be, if you take me some time—, when I am—larger."

6 Punctuate the following using capital letters where required —

comic loverit had said he you're in for it stand by me and i'll stand by you indecd tarlton expostulated he without looking him in the face i do wish you'd give up this scheme i dare say all the apples are gone by this time i wish you would do pray give up this scheme what scheme man you hav'n't heard it yet you may as well know your text before you begin preaching

7 Write a letter of about 100 words, congratulating a friend on his obtaining a good appointment, or giving an account of any festivity you have recently taken part in

1900

1 Analyse the following sentence into its component clauses, name these, and indicate how they are related to one another — 'As my gift, which your true love has worthily purchased, take my daughter, and do not smile that I boast she is above all praise'

2 (a) Give two plurals of each of the following — *die, index, cloth*. Indicate the meanings of these plurals

(b) Give the positives of—*latter, further, next*

(c) Give the past tense and past participle of—*flee, flow, fly, lay, lie*

3 (a) Form three short sentences exemplifying the use of *but* as (1) an adverb, (2) a preposition, and (3) a subordinating conjunction or relative pronoun

(b) Form short sentences illustrating clearly the meaning of these phrases —*make both ends meet, of great promise, sow grapes*

(c) Indicate as concisely as possible the meanings of the italicised words in the following — a *dill* boy, a *dull* day, *dull* trade, Arabic *characters*, a wicked *character*, a flattering *character*, *fair* progress, *fair* weather, a *fair* judgment.

4 Correct the following —

(a) Seeing I was too tried, he said me to take my seat and partake little refreshment

(b) He was very much angry, because, although he was two years more senior than I, he was failed, and I was passed in First Division

(c) He gave me hearty reception, saying that from long time I do not see you Where I have been since we have last met? Again seeing you, I have much pleasure

5 (a) In the following sentences, put the direct clauses into the direct form —(1) Jenner's reply was 'Come, instead, and let us take a stroll' (2) Scott said 'If I did not see the heather once a year, I think I should die.'

(b) In the following sentence, put the indirect clauses into the direct form — 'Prospero told Ariel to bring them thither, saying that, if he, who was but a spirit, felt for their distress, should not he, who was a human being, have compassion on them'

6 Punctuate the following, using capital letters where required —

Alas said she do not work so hard my father is at his studies he is safe for these three hours pray rest yourself O my dear lady said Ferdinand I dare not I must finish my task before I take my rest if you will sit down said Miranda I will carry your logs the while

7 Write a letter of about 100 words to an acquaintance on *one* of the following subjects —

(a) The profession you propose to adopt and the reasons for your choice

(c) What you intend doing during the next vacation

MADRAS UNIVERSITY EXAMINATION PAPERS.

GRAMMAR — I

I 1 Give the plurals of —beau, salmon, echo, elf, phenomenon, governor general 2 Give the masculine of —widow, countess, sow, birde, spinster, duck. 3 Give the past tense and perfect participle of the following verbs, stating double forms where they exist —strike, blow, wring, tear, speak, lie (recline), try (Madras 1888)

II Give the meaning of the following words when used only in the plural number —(a) effects, (b) compasses, (c) parts, (d) numbers (Madras 1890)

III 1 What are the kinds of adjectives that do not admit of comparison? 2 Distinguish between strong and weak verbs, and show, by giving the past tense and past participle, which of the following are strong *teach, bind, fight, tell* 3 Distinguish the ordinary superlative from the superlative of pre-eminence by an example (Madras, 1892)

IV To what do the following pronouns refer? Suggest amendments — Health is largely dependent on exercise. It is very unlikely that it will be long kept without a certain amount of it. Without it one cannot be happy, however much we may seek pleasure. (Madras, 1892)

V 1 Give the masculine of *witch, hind, goose*, and *bride*, and the feminine of *abbot, tiger, beau*, and *testator* 2 Give the two plurals of *brother* and of *cloth*, and distinguish their meanings. Give the singular and the plural of *four* words that form their plural by vowel change (Madras, 1895)

VI 1 Distinguish the use of the italicised pronoun in these sentences (a) I washed *myself*, (b) I did it *myself* 2 Construct a sentence in which the pronoun 'it' is used with forward or anticipative reference to a noun clause (Madras, 1895)

VII 1 How far, can tense be expressed by inflexion? Give an example of tense inflexion using (a) a weak verb, (b) a strong verb 2 Rewrite, but do not alter the meaning of the following sentences, using the passive voice of the finite verbs (a) The teacher forbade the boy to go away (b) Thou wilt lead him along the path (c) Slowly and sadly we laid him down (d) He never found the ball (Madras, 1895)

VIII Turn each italicised clause in the following sentence into the passive voice in two ways. As the master had given them repeated warnings, the boys knew that he would not forgive their misconduct (Madras, 1892)

IX 1 Give adjectives (not participles) derived from *fire, fraud, joke*, verbs from *gold, secret, half*, and abstract nouns (not participles) from *social, prevail, speak* 2 Give a verb, an adjective, and a noun formed from each of the following words —*human, trust, friend* (Madras, 1889)

X Form two abstract nouns from each of the following words, and by means of illustrative sentences, show how these nouns differ in meaning or in usage —(a) accept, (b) observe, (c) receive, (d) succeed (Madras, 1890)

XI 1 Write out the possessive plural of *man, child, month*, and *thief* 2 Give the past tense and the past participle of *set, beat, tread, lie* (meaning say what is not true), *lay, cast, forsake*, and *fixe* (Madras, 1893),

VII 1 Give the masculines corresponding to (a) roe, (b) mare, (c) sow, and a word of common gender applicable to such pair

2 Give two examples of (a) transitive verbs formed from intransitive verbs by vowel changes, (b) strong participles now used only as adjectives, (c) verbs followed by (i) two objects and (ii) an objective and a dative.

3 Mention the four methods of forming the plural of an English noun, and give two examples of each (Madras, 1897)

DIRECT AND INDIRECT SPEECH — II

I 1 Turn the following into the direct form

"Thank, you Mr Ambrose," she answered, "for being so frank, you have taken a great load from my spirits. To tell the truth I was rather unhappy about you, I love your wife dearly, and should grieve at any incompleteness in her happiness"

2 Turn the following into the direct form — He asked me when I intended to leave Madras. I told him that as that was the day of the examination, I could not leave them but hoped to do so next day

(Madras, 1888)

II Turn all that is direct in the following into indirect narration —

"Gentlemen, I said after silence had been restored, "there are more things in heaven and earth than are dreamt of in your philosophy. Do not be astonished at my statement. Is it fair to judge me by appearance only?" "We never have judged," replied one of my hearers, "and we never will judge you in this way. "What a wonderful admission!" I said, "you cannot mean what you now assert." He responded "How can you doubt it? Would that I could restore your confidence in our fidelity!" "Show it by action," was my answer, "and you need never fear my disapproving of your conduct"

(Madras, 1889)

III Relate as to a friend in the indirect form, the following imaginary conversation between yourself and the Collector of a district, beginning your account of it with the words "The Collector asked me",—

"What brings you here? Is there anything you want to say to me?"

"I have come to ask you, Sir, to be so good as to confer on me the appointment which, I am told, is vacant in your office"

"You must tell me first what your qualifications are, and whether you have had any experience of office work"

"I cannot say, sir, that I have had such experiences but I have passed all the prescribed tests, can satisfy you as to my character and attainments"

"I shall try you for a week along with another man who has also applied to me for the appointment, and I shall give it to you, or give it to him, according as you show yourself to be better than he, or he shows himself to be better than you"

(Madras, 1890)

IV The following conversation took place between Gesler the Governor, William Tell, and his son Walter. Write it in indirect speech as if reported afterwards to a stranger by Tell in the first person

"Father!" cried Walter, clapping his hand with joy, "did you want me?"

"How could your mother let you come?" murmured Tell

"She was not at home" replied Walter. "Only my brothers and sisters were with me, they said you loved me best."

Gesler at last said to the attendants, "fasten the child to that tree."

"For what?" cried Tell

"To prove," said Gesler, "that there are men in my guard who can shoot as well as you" (*Madras*, 1891)

V The following conversation took place between a Spanish Marchioness and her son Pedro Write it in indirect speech as reported to a third person (a) by the Marchioness, and (b) by Pedro

Marchioness "Do you know, Pedro, why I summoned you yesterday, from Toledo to be present here to day?"

Pedro "I do not, mother, but is it not because you wish that I may learn the art of war?"

Marchioness "No, time enough for that, Queen Isabella has asked me to let you attend school with the young Prince"

Pedro "Oh! that is delightful I love him very much"

(*Madras*, 1892)

VI Write the following in the indirect form of speech, retaining the introducing verbs in the past tense 'Does Shank stand in urgent need of help?' asked Charlie Brook 'He does, indeed,' replied Tom Ritson, 'for he has been very ill We have run out of funds, and he needs food and physic of a kind that the mountains don't furnish' 'Does he belong to your band, Ritson?' 'Well,—nearly, not quite' 'That is a strange answer. How far is it to where he lies just now?' 'About six miles,' 'come, then, I will go to him if you will show me the way,' returned Charlie, preparing to remount his horse' (*Madras*, 1895)

VII Write in indirect speech the following conversation between Rama and his sister, as if reported by Rama to Govind at the Railway station on the day after it took place

Rama 'Have you heard that Govind has holidays now and that he will arrive here to-morrow?'

Sister "No When did his holidays commence?"

Rama "Last week Let us go and ask his father to take us with him to the station to meet him on arrival"

Sister "Alas! I stay with our mother for she is ill, but go you to the station without me"

(*Madras*, 1893)

PARSING —III

I Parse the words in italics 1 I'd sooner starve than *eat* his bread 2 (a) He had not *half* finished his speech (b) He had not finished *half* his speech 3 (a) The book *that* you sent gave him the information he required (b) It was *that* man *that* did it (c) *That* he should be annoyed was but natural (*Madras*, 1888)

II State what part of speech each of the following italicised expressions is equivalent to, and give its construction —*The moon having risen*, the leader of the band addressed his men, saying that the task before them was as dangerous as *it was difficult*, yet they would be mad to *neglect this opportunity*, *at the worst* they could still die like brave men (*Madras*, 1889)

III Parse fully the words italicised —

After *writing* to his father and spending a *little* of his short time in thought, he was led forth to execution, and immediately shot *dead* The sailor was reprimanded for letting the rope go (*Madras*, 1891)

IV Parse fully each italicised word in the following

I hope you will excuse, nay and *doubt* not but you will, the frankness I have used Men of our character are so *wondrous* rare, that the *sooner*

they know *each other*, and *the* fuller and more complete that knowledge is, the *better* He declared that he *would* pay up his arrears *cost* what it might
(Madras, 1892)

V Parse fully the words in italics —

By torch and trumpet *fast arrayed*,
Each horseman drew his *battle* blade,
And *furious* every charger *neighed*,
To join the dreadful revelry

(Madras, 1895).

VI Parse the italicised words fully —

(a) *Ill* fares the land to hastening *ills* & *prej*,

Where wealth accumulates and men decay

(b) They did not *France* and *Holland's* fate foresee

(c) 'Tis sweet to hear the watch dog's honest bark

Bay deep mouthed welcome as we near our home,

'Tis sweet to know there is an eye *will* *worl*

Our *coming* and look brighter when we come

(d) Rude as their ships was navigation then,

No useful *compass* or meridian known

(Madras, 1897)

ANALYSIS OF SENTENCES —IV

I Analyse the following sentences into clauses, stating the nature of each clause and giving its construction —

That he lost the crown which he had received from a long line of ancestors was entirely due to the manner in which, after he had once learned the temper of the people he persisted in his attempt to force a religion upon them, which, attractive though it was, they disliked exceedingly

(Madras, 1888)

II Analyse the following sentences into the members of which it is composed, pointing out the principal sentence and stating the nature and grammatical construction of each of the subordinate clauses —Whatever the circumstances may have been, of this I feel sure that had he but followed the golden rule which requires that we should do unto others as we would that they should do unto us, he would never have found himself so utterly friendless

(Madras, 1890),

III Analyse, into clauses, stating the kind and construction of each clause —Strange as it may appear, it is absolutely certain, should all the circumstances be taken into account, that the man who carried on his work so languidly that he gave offence to every body, was better suited for the post than one gifted with restless energy

(Madras, 1891)

IV Analyse *both* the following sentences into clauses, stating the kind of clause and the construction of each subordinate clause *in full* (a) If Sulichs had not possessed the internal advantages of strength and stature, the most flattering bard, in the presence of so many thousand spectators, would have hesitated to affirm that he surpassed the measure of the demi gods of antiquity, and that, whenever he moved, with lofty steps, through the streets of the capital, the astonished crowd made room for the stranger, who displayed in a private condition the awful majesty of a hero

(b) By fortunate chance

While the moment added doubt to doubt,

A peasant met us, from whose mouth we learned,

That to the spot which had perplexed us first,
We must descend, and there should find the road,
Which in the stormy channel of the stream,
Lay a few steps, and then along its banks. (*Madras*, 1895)

V Analyse the following into clauses, writing out each clause in full and state the kind of each clause and construction of the subordinate clauses

It has been clearly proved that even in times of plenty many of the ryots, were they not so frugal in their habits, could not live on the produce of their small patches of land, since many are so deep in debt that their whole income is barely sufficient to pay the interest, but yet we must acknowledge that many die of starvation in times when the rains fail

CONVERSION OF CLAUSES INTO PHRASES, AND

VICE-VERSA —V

I Rewrite the following sentences, using the noun forms of the verbs in italics —

1 His great success has *resulted* from persistent effort

2 Delicacy of understanding is not often *divided* from delicacy of character

3 What can *mean* these raving gestures?

4 Men *believe* nothing now above the level of every day experience

5 Could I only *feel* thee near (*Madras*, 1888)

II Rewrite the following sentences as required, making the necessary but only the necessary changes —

(a) The magistrate was too keen a judge of men to misunderstand the character of the witness. Use '*so*,' instead of '*too*'

(b) He is supposed not to have done his exercise himself. Make '*exercise*' the subject

(c) He is almost the best scholar in the class. Use the positive instead of the superlative (*Madras*, 1889)

III Use a clause for the phrase italicised in each of the following so as to bring out the exact force of '*for*' —(a) He knows a great deal for a lad of ten (b) For all his possessions he was discontented (c) He has been educated for the bar (d) O for a lodge in some vast wilderness (*Madras*, 1889)

IV Rewrite the following sentences using in each the noun forms of the words italicised —(a) The force was not *strong* enough to maintain order (b) It is not *likely* that he will fail (c) He was so bold as to *defy* his enemies (*Madras*, 1890)

V Recast the following sentences, using in each the adjectival form of the nouns italicised —(a) The barrister had sufficient *ingenuity* to see a fallacy in the argument (b) Any man of *sense* could perceive how great a fraud he had perpetrated (*Madras*, 1891)

VI 1 State the nature of the italicised phrase in each of the following sentences, and change it into a clause —(a) But for an accident they would have reached their destination (b) To the surprise of all he was acquitted of the main charge.

2 Expand the italicised words in the following into adverbial clauses, using the proper conjunctions —(a) The *skilled* workman succeeded in solving the problem (b) He undertook to reward only *willing* service (c) The *swift* hare was beaten by the *slow* tortoise (*Madras*, 1891)

VII Write the following sentences, making the required changes —

(a) I wish I were able to do this [Use the verb *like* instead of *wish*]

(b) It is better to live in the country than to live in the town [Use *preferable* instead of *better*]

(c) Every piece of work he attempted was done well [Express the idea contained in the above using the negative] (Madras, 1891)

VIII Write the following as simple sentences, using *adverbial* phrases for the clauses italicised in (1), and *adjectival* phrases for those in (2)

I (a) *Though he was often entreated to betray his trust*, he remained true to it

(b) The conspirators were enjoined to preserve secrecy, *otherwise they should suffer death*

(c) *As the nation desired*, Lord Tennyson was buried in Westminster Abbey

2 (a) Will you come with me to a gentleman *with whom I am acquainted*?

(b) He was a statesman *whose integrity was doubtful*

(c) It was a period *when rebellion was widespread* (Madras, 1892)

IX Recast the following sentences, making the required changes (a) They must have been surprised *at the ease and rapidity of their success* (Convert the italicised phrase into a clause, using the verbal form for the noun 'success') (b) China was then so remote that few persons visited it (Use 'too' for 'so') (c) The Caliph, as soon as he had overthrown his rivals, prepared to attack Constantinople (Begin with 'No sooner—') (d) The rival forces of the allies passed through the Hellespont without opposition (Convert into a complex sentence) (Madras, 1893)

X Recast the following sentences as directed —

1 Owing to his idleness I cannot promote him [in two ways—(a) by introducing the adverb "too," and (b) by introducing the words "so—that"]

2 Rama stopped to speak to Govind and then walked on [using the noun "walk"]

3 He seemed more intelligent than any of his companions [using the positive degree of "intelligent"]

4 They ran to meet their friend as soon as they saw him approaching [using the comparative of "soon"] (Madras, 1893)

XI Write the following passage substituting equivalent words or expressions for the italicised portions —English villages change but little *Now and then* a person dies, and *of course*, pretty frequently some one is born, but, *on the whole*, the tide of time sweeps on very imperceptibly, and though, *in the course of nature*, the entire population is changed every sixty years or so, no body seems to realise that it is changing There are the same old houses, and, *above all*, the same roads and lanes (Madras, 1897)

CONVERSION OF SENTENCES —VI

I Convert the following into a *simple* sentence —"When he had harangued the meeting for two hours he took leave" (Madras, 1888)

II Express each of the following as a *simple* sentence?

(a) It seems that he has gained the prize for good conduct (b) He left instructions about how his property should be disposed of (c) They loaded the guns as quietly as they could (d) I am disappointed that I have not received a letter from you (Madras, 1889)

III. Expand each of the following simple sentences into a complex sentence containing two subordinate clauses —(a) The Britons, having long been unaccustomed to war, were easily conquered by the Saxons, after the departure of the Romans (b) It is not possible for any man to succeed without exerting himself (c) But for his having come to my assistance, the work would have been too difficult for me to have accomplished it alone

IV 1 Write short *complex* sentences with an adverbial clause of concession in each, and with the following in the *principal* sentences *I should know, I should not know, I should have known, I should not have known*

2 Recast the following sentence as directed

I will give you a rupee on your learning your lesson [as a compound sentence]

SYNTHESIS OF SENTENCES —VII

I 1 Combine into one *complex* sentence —I purchased a horse I purchased it from a horse dealer I had examined the horse It was of a dark brown colour Its age was six years It cost 453 rupees

2 Combine into a *compound* sentence, with only two principal sentences —The monsoon failed The tanks became almost empty No grain could be sown A famine was feared The riots looked anxiously for the next monsoon It proved more abundant than usual The danger was averted (Madras, 1888)

II Combine into one simple sentence the following —The general marched upon the enemy He marched upon them on the 25th of April He did so after some light skirmishing He routed the enemy He routed them with great slaughter The slaughter was so great as to cause astonishment in the minds of the populace (Madras, 1889)

Combine together the following separate sentences so as to form one simple sentence —The English were inferior to the French in number The English defeated the French The battle was long and well contested There was no battle, it is said, that was fought during the war that was so desperate (Madras, 1890)

IV Combine into one complex sentence, making “drove up” the principal verb —I was leaning on the gate I was doing this at sunset A carriage drove up The carriage contained a gentleman The gentleman was middle aged (Madras, 1891)

V Combine into a single complex sentence Napoleon arranged all his troops Then he rode along the lines Everywhere he received the most enthusiastic cheers from his men His assurance of their entire devotion to him was now doubly sure

VI Construct three complex sentences in order to illustrate the difference in meaning or use of the members of the following pairs of adjectives (a) *much, many*, (b) *later, latter*, (c) *older, elder*, only one sentence is required for each pair (Madras, 1897)

PHRASES AND IDIOMS —VIII

I Explain the following —

1 His head was turned with what they said 2 The carpenters are on strike 3 He is quite at home when he goes abroad 4 His maiden speech was a success 5 The merchant is in deep waters at present 6 He spoke over the heads of his audience (Madras, 1888)

II Give the meaning of any six of the following phrases, and introduce each of the six into a sentence of your own —(1) to take heart, (2) to take to heart, (3) to have at heart, (4) to turn to account, (5) to call in question, (6) to set on foot, (7) to throw into the shade, (8) to make light of, (9) to bring to light (Madras, 1890)

III Give one word to express each of the following —(a) shut out, (b) put off, (c) put in, (d) get back, (e) to come to life again, (f) unwilling to believe (Madras, 1890)

APPROPRIATE PREPOSITIONS —IV

I Each of the following words may take two prepositions after it. Illustrate the use of each word first with one and then with the other preposition, and show how the sentences in each pair differ in meaning —(a) compare, (b) consist, (c) enquire, (d) part (verb) (Madras, 1891)

II Insert appropriate prepositions in the following spaces —Though much reverse—the proposal, and though resolved to abide—the decision arrived at—long delay, he yet was willing to concur—the President's suggestion But though he concurred—the President, and deferred—his long experience, he could not desist—the attempt to press—a definite decision on the point (Madras, 1891)

III Write out the following sentences, supplying the prepositions omitted —I have a contempt—him, I agree—you, He was digging—a spade, I differ—you I agree—your proposal, I deferred—his opinion (Madras, 1895)

IV Insert appropriate prepositions in the following —(a) I acquiesce—your proposal as you have assured me—safely (b) You have inculcated—me the difference—saying and doing (Madras, 1893)

APPARENT SYNONYMS AND SIMILAR EXPRESSIONS DISTINGUISHED —A

I Distinguish the following words by using them in suitable sentences —*Feminine* and *effeminate*, *cite* and *sile*, *principal* and *principle*, *metal* and *mettle*, *contemptible* and *contemptuous*, *precautions* and *preemptate* (Madras, 1888)

II 1 Write sentences containing the following expressions so as to distinguish their meaning —*confer with*, *confer upon*, *prevail over*, *prevail with*, *official*, *officious*, *waive*, *wave*

2 The following words have different meanings according to the position of the accent —*invalid*, *incense*, *instinct* Write each word first with one accent and then with the other, and give in each case the meaning (Madras, 1889)

III Distinguish between the meanings of the following pairs of words and use each word in a complex or compound sentence to bring out clearly the meaning —*momentous*, *momentary*, *quite*, *quiet*, *luxurious*, *luxuriant* (Madras, 1891)

IV Distinguish between the meaning of the sentences in the following pairs —(a) Rama left Govind go to school Rama left Govind to go to school (b) The boy came to school late The boy came to school lately (Madras, 1895)

V Show clearly the difference of meaning in each pair of the following sentences

(a) The prisoner stole the child The prisoner robbed the child
 (b) Rama struck Govind Rama struck at Govind (c) The police
 man searched the thief The policeman searched for the thief (d) He
 complained to me He complained of me (Madras, 1893)

COMMON ERRORS—XI

I Correct the following sentences where necessary —

1 The Governor disposed quick the complaint 2 The sailor leaped
 of the ship and speedily reached to the shore 3 On either side of the
 gateway stood a large statue 4 He told me how that he had been long
 time sick and could not attend 5 He seldom or ever makes a mistake
 6 The cart was put under cover having first taken out all the packages
 7 Man never is, but always to be blest 8 Not only he spoke coldly but
 roughly even (Madras, 1888)

II Write the following sentences correctly —(a) Of all others he is by
 far the best pupil (b) Robert has been unwell since four days (c) He
 was more popular but not so much esteemed as his predecessor (d) A boy
 is known from the character of those he associates with (Madras, 1889)

III Write the following sentences correctly —

(a) The prisoner's story is as long, though his speaking is more rapid
 than the other prisoner, (b) I have already, and I do again assert that
 either the workman or the servant that kept the keys were in the wrong
 (c) As I am unwell, so I am unable to attend school, and I request you
 to excuse me of my absence (Madras, 1891)

IV State with reasons whether you regard the grammar of the follow-
 ing sentences as right or wrong —

The wages of sin is death

I next went to the shoe maker's—a man of trustworthy character
 Providence as well as duty recommend it

O king, who judgeth righteous judgments, hear my request

(Madras, 1892)

V Write the following sentences correctly —(a) I said him to go
 home and he replied me that he will not (b) The teacher asked the boys
 that why so many of them came without their books (c) If there had
 been any fault in his conduct his critics would have pointed them out (d)
 'Men are in the plural, because they mean more than one (Madras, 1895)

VI Correct the mistakes in the following —

(a) You should not fear for death if you spend your time by doing good

(b) Rama envied Govind of his good fortune when he was invited for
 the entertainment (c) In his speech he gave out that pen is an instrument
 for writing (Madras, 1893)

GENERAL COMPOSITION—XII

I Give in four sentences the meaning of "It is my duty to study
 hard," using in each the proper form of one of the following expressions —
be incumbent, devolve, bind, oblige. Similarly give the meaning of "I
 agree to this" by using the following —*acquiesce, assent, concur, subscribe*
 (Madras, 1889)

II Supply the words wanting in each of the following sentences —

(a) Be careful not to—expenses which you cannot— (b) Do not—a course

which is certain to—you to danger (c) It is the duty of every government to—such measures as will—the happiness of the people (d) The prisoner was—with theft, but was—after a long trial (Madras, 1890)

III Give a synonym for each of the following words —(a) amicable, (b) underground, (c) brotherly, (d) forefathers, (e) felicity, (f) veracity (Madras, 1890)

IV Give a single word for each of the following —
incapable of being conquered,
incapable of being sold,
incapable of being explained,
incapable of being believed (Madras, 1892)

V 1 Give the construction of the italicised words in the following —
(a) They returned the shortest way (b) If I am appointed President —a not improbable event—I shall recognize the society (c) Three competitors came forward to run the race, and a bystander was appointed umpire (Madras, 1892)

2 Give the construction of each phrase and clause in the following sentence Whether his advice was of any use it is not altogether easy to say, but the master again warned his apprentice with all gravity that persistence in such conduct would destroy his character, unless he was different from other men (Madras, 1892)

VI Fill up the ellipsis in each of the following
(a) I would as soon die as consent to his proposal
(b) I remember the incident as it had happened yesterday (Madras, 1892)

VI Write in prose order
Of Nelson and the North
Sing the glorious day's renown,
When to battle fierce came forth
The might of Denmark's crown (Madras, 1892)

VIII Give in your own words the meaning of the following sentences —
1 The boys learned their lessons by rote
2 In their undertaking they asked for a fair field and no favour
3 Ill fires the land, to hastening ills a prey,
Where wealth accumulates and men decay
4 Lives of great men all remind us
We can make our lives sublime (Madras, 1892)

LETTER-WRITING AND ESSAY WRITING —VIII

I Write a short account (not exceeding 2 pages) of the celebration of the jubilee of the Queen Empress, in any part of India where you happened to be present (Madras, 1888)

II As an exercise in composition, write an essay not exceeding two pages on "the benefits arising from gymnastics" (Madras, 1889)

III Write a short essay of two pages on 'Rivers and their uses' (Madras, 1890)

IV As an exercise in composition, write about two pages describing "A bazaar in an Indian town or village" (Madras, 1891)

V Write an essay (not exceeding two pages in length) on the use of Rain (Madras, 1892)

- VI Write a letter (not exceeding half a page) to a school fellow, inviting him to spend a day with you during the Christmas holidays
(Madras, 1892)
- VII Write a letter to a friend telling him how you spent a day's holiday
(Madras, 1895)
- VIII Write an essay, not more than three pages in length, describing some animal useful to man, and the way in which it is useful
(Madras, 1895)
- IX Write a short description (not exceeding three pages) of an Indian village at sunrise
(Madras, 1893)
- X Write a short story of about a page in length to illustrate the importance of good handwriting
(Madras, 1893)
- XI Write an essay on "Coal and Iron"
(Madras, 1893)

FIGURES OF SPEECH --XII

I State what the italicised word in each of the following metaphors is compared to —

- 1 A *doubt* ever smouldered in their hearts
- 2 A hundred *hills* their dusky backs upheaved above the silent ocean
- 3 The noble youth had reaped the highest *honours*
- 4 His *feet* were ploughed with the furrows of years (Madras, 1889)

II Write the following in unfigurative language —

- (a) The day is done, and slowly from the scene
The stooping sun upgathers his spent shafts,
And puts them back into his golden quiver
- (b) He has smothered the simple thoughts of the poet under feather
beds of words (Madras, 1892)

III Write (a) in unfigurative language and point out and name the figures of speech that occur in (b) and (c) — (a) The tide of civilisation which had ebbed so far, began to flow with a steady and accelerated course

- (b) The sea that bares her bosom to the moon,
The winds that will be howling all hours,
And are upgathered now like sleeping flowers
For this, for everything, we are out of tune
- (c) Beware of the day when the lowlands shall meet in battle array
(Madras, 1895)

IV Write the following without using any figurative language —

- (a) The sun has drunk the dew that lay upon the morning grass
- (b) Vesuvius, fount of fire outgushing drowned the cities on his steep
(Madras, 1895)

V Point out *four* figures of speech of different kinds in the following passages, and write the second passage in unfigurative language —

- 1 O Death ! the poor man's dearest friend !
The kindest and the best !
Welcome the hour my aged limbs
Are laid with thee at rest !
- 2 In all my toils and griefs I had hopes to husband out life's taper at the close and keep the flame from wasting by reproach (Madras, 1893)

BOMBAY UNIVERSITY EXAMINATION PAPERS.

GRAMMAR—I

I Form the plural of —blush, volcano, grotto, lady, deer, formula, lady in waiting, mischief, leaf, the feminine of —hero, abbot, man servant, fox, the diminutive of —hill, duck, river, animal, dear (Bombay, 1889)

II Give the derivation of the following words —Novel, sentinel, submarine, censure, torture, insult (Bombay, 1889)

III Give examples of nouns in English which have (a) no singular, (b) no plural, (c) more than one meaning in the singular (Bombay, 1889)

IV (a) Give the plural of —Grief, hoof, monkey, hero, cloth

(b) The comparative and superlative of —Old, far, mighty, cruel, extreme

(c) The past tense and past participle of —Wear, draw, eat, hang, swim (Bombay, 1891)

V Give the past tense and past participle of *weave* *for sake*, *grind* *lie* the plural of *valley*, *sheep*, *species*, the feminine of *wizard*, *nephew*, *monk*, *author*, the diminutives of *island*, *man*, *lamb*, *hill* (Bombay, 1892)

VI Explain the meaning of the prefixes in the following verbs —Outrun, unlock, unloose, forbid, distract, forget (Bombay, 1892)

VII (a) Form adjectives from the following nouns —Irony, miser, labour, habit, circuit, gold, silver, circumstance, stone

(b) Form verbs from —slave, bath, grass, friend, fertile

(Bombay, 1894)

VIII (a) What is the difference in meaning between “he shall be punished” and “he will be punished”?

(b) Explain exactly how the difference arises

(c) Why is it absurd to say “it shall rain to morrow”? (Bombay, 1894)

IX (a) Form nouns from the following verbs —Confess, attach, fortify, attain, oblige, sustain

(b) Form adjectives from the following nouns —Elephant, muscle, equinox, gelatine, hazard, mythology, Portugal, Naples (Bombay, 1895)

X 1 Give the masculines corresponding to (a) roc, (b) mare, (c) sow, and a word of common gender applicable to each pair

2 Give two examples of (a) transitive verbs formed from intransitive verbs by vowel change (b) strong participles now used only as adjective, (c) verbs followed by (i) two objectives and (ii) an objective and a dative

3 Mention four methods of forming the plural of an English noun, and give two examples of each (Bombay, 1897)

DIRECT AND INDIRECT SPEECH —II

I Turn the following into the indirect form of narrative —

“You have been a great deal abroad?”

“The best part of my life I had no tie at home, and a great desire to see the world”

“It is sad to have no ties, is n't it?” said Helen, softly

“Yes,” meditating, “sad, but not so sad as some think. Friends I am very rich in, they ought to make up to me for the want of kith and kin”

“Only they never do”

“You think not?”

"They would not to me at least "

"Ah, you are well off," glancing at the other group

"You have a happy home, you have nothing to wish for "

(*Bombay*, 1889)

II Turn the following into indirect narration —

This then is my argument to protect our persons and property from danger. The gross ignorance of the common people is a principal cause of danger to our persons and property. Therefore it is the duty of the government to take care that the common people shall not be grossly ignorant. And what is the alternative? It is universally allowed that by some means Government must protect our persons and property. If you take away education, what means do you leave? You leave means such as only necessity can justify.

(*Bombay*, 1891)

III (a) Turn into direct speech —

Mr. Smith, in proposing the health of the Prince of Wales, remarked that he had that evening a very pleasant task to perform. The Prince took, as they all knew, a deep interest in anything that was brought forward to advance the welfare of his own country, and was always ready to place his services at the disposal of an institution that was worthy of support. He was ever ready to do his duty. They had sympathised with him in his sorrow and they wished him in future years prosperity and happiness.

(b) Turn the following dialogue into indirect speech —

"Had not your camel lost a front tooth?" said the dervise. "He had," replied the merchants. "And was he not loaded with honey on one side and wheat on the other?" "Most certainly he was," they replied, "and as you have seen him so lately and marked him so particularly, you can in all probability conduct us unto him."

(*Bombay*, 1892)

IV Rewrite in the indirect form of speech

"Stop, stop, John Gilpin! here's the house,"

They all at once did cry

"The dinner waits, and we are tired "

Said Gilpin, "So am I "

(*Bombay*, 1893)

V Rewrite the following passage in the indirect form throughout, taking (a) the general as the reporter, (b) Private Jones as the reporter, (c) one of the garrison as the reporter —

"The general when presenting the medal to Private Jones in the presence of the whole garrison, said — I hope that you may live long to enjoy this honour, and that this ceremony may be an incentive to your comrades to imitate gallantry when the opportunity occurs "

(*Bombay*, 1894)

VI Turn the following conversation into indirect speech —

When the old man had returned 'Honest friend,' said the governor, 'give me that staff for I have need of it.' "With all my heart," answered the old fellow and delivered it into his hand. Sancho took it and giving it to the other old man, he said, 'There, take that, and go about your business, for now you are paid.' "How so, my lord?" cried the old man. "Do you judge this cane to be worth ten gold crowns?" "Certainly," said the governor, "or else I am the greatest deuce in the world. Break it half."

(*Bombay*, 1895)

VII Write the following in the indirect form of speech, as though reported by a third person. *Esse* — Kiss not my hand he whom God smiteth hath God with him. In his presence what am I?

Spenser — Never so great as at this hour, when you see aright who is

greater My he guide your counsels, and preserve your life and glory '
Essex —Where are thy friends ? Are they with thee ? *Spenser* —Ah ! where indeed ? Generous, true hearted Philip ? when art thou, whose presence was unto me peace and safety ? *Essex* —Dry thine eyes , rebuild thine house , the queen and council, I venture to promise thee, will make ample, amends for every evil thou hast sustained

PARSING —III

I Parse the words in italics in the following —

(a) He studied *hard* (b) He played me *false* (c) He is far from *intending* you harm (d) *Writing* paper (e) I was asked some *questions* by the examiners (f) He often goes *fishing* (g) He will come *three days* hence (h) *Some* twenty men arrived (i) *By this* the storm grew loud *apace* (Bombay, 1889)

II (a) These are Thy glorious works, Parent of good,

Almighty, Thine this universal frame,

Thus wondrous fair , Thyself how wondrous then !

(b) Circle HIS throne rejoicing, ye in heaven,

On earth, join all ye creatures to extol,

HIM first, HIM last, HIM midst, and without end

Parse all the words in the above passages (Bombay, 1891)

III Parse the italicised words in the following sentences —

(a) *There* was *no one* there *but* me (b) He was taught *drawing*
 (c) You have *as many apples as* I have (d) After *writing* the letter I
 went *home* (e) The stream was ten *feet* broad (f) They pulled *away*
 the chair he was sitting *on* (Bombay, 1892)

IV Parse the italicised words in the following —

(a) But *the* nearer the dawn, the darker the *night*,

And by *going* wrong all things come *right*

Things have been mended that were worse ?

And the *worse*, the nearer they are to mend

But that (b) *But* me no *but*s, *but* tell me the plain truth , I want nothing
 (Bombay, 1893)

V Parse the italicised words in the following sentences —

(a) He treated all *alike* (b) It will be *all one* a hundred *years*
 hence (c) You are the *very* man I have been looking *for* (d) *Come*
 what may, I will do my *best to deserve* success (Bombay, 1894)

VI Parse the italicised words in the following sentences —

(a) *Please* be quiet (b) So *perish* all the king's enemies ! (c)
 I would *rather* die than *surrender* to the wretches you have dared *to bring*
 in the country (d) The streams run *blood* (e) *Judging* from his appearance,
 he had been given *nothing* to eat for many a day (Bombay, 1895)

VII (1) Parse the italicised words fully —

(a) *Ill* fires the land, to hastening ills a *prey*,

'Where wealth accumulates and men decay

(b) They did not *France* and *Holland's* fate foresee

(c) 'Tis sweet to hear the watch dog's honest bark

Bay deep mouthed welcome us we *near* our home ,

'Tis sweet to know there is an eye *will mark*

Our *coming* and look brighter when we come

(d) Rude as their ships was navigation then,

No useful *compass* or *meridian* know

2 Indicate the antecedent of the relative in (a), account for the number in the verbs in (b), name the subject of are in (c) and supply the ellipsis in (d) — (a) Each element His dread command obeys, who makes or runs with a smile or frown (b) The army—which a month ago was pining for peace—are now, to a man, clamorous for war (c) There are who judge 'till worse than he can write (d) Better owe a yard of land to labour, than to chance be debtor for a rood
(Bombay, 1897)

ANALYSIS —IV

I Analyse according to the subjoined form —

Sentence	Kind of Sentence	Subject	Predicate	Completion	Extension

“How horrible a week can be, has been but too well proved by the scenes that took place after the loss of the ship Meduse, when brutal selfishness was followed by savage violence too shocking to be dwelt upon, though memorable as an example, that ‘every man for himself’ is the most fatal of all policies, even were self preservation the primary object” (Bombay, 1893)

II Analyse the following sentence according to the subjoined form —

Sentence	Kind of Sentence	Subject	Predicate	Completion	Extension

“What use he will make of the talents he has been blessed with is the important question a youth must ever keep before himself while at school and college”

(Bombay, 1894)

III 1 Analyse the following sentence into clauses, and give the construction of the subordinate clauses —Such a fact as that to which I am now calling your attention, that English has rid itself of these distinctions of gender, which burden the memory, but serve no good purpose, but that German is hampered with them still, is itself proof sufficient, though other proof there is also in abundance, that English has in one way or another got the star of German 2 Combine the following into a compound sentence the italicised words being the subjects and predicates of the principal clauses —Milton's father was an ardent republican He sympathised with the Puritan doctrines He *had quarrelled* with his relations. He *had taken* his own independent part in life He had embraced the occupation of mere scrivener In this profession he had amassed a considerable fortune He had done so by industry and unquestioned integrity He was thus able to retire to a pleasant country house at Norton

(Bombay, 1897)

PHRASES AND IDIOMS --V

I Explain the following sentences —

(a) He was open to any reasonable offer (b) He was always abreast of the time (c) He talked his opponent over (d) Wherever he went he kept an eye to the main chance (e) It is never too late to turn over a new leaf (f) No one can tell but himself where the shoe pinched (g) He was all things to all men (h) Such amiable qualities must speak for themselves (Bombay, 1889)

II Explain the following sentences —

(a) After receiving one broadside, the French ship struck her colours (b) On a poll being demanded, the resolution was carried by a narrow majority (c) He found the capital, and had a sleeping partnership in the concern (d) This taught him not to look a gift horse in the mouth (e) His whole argument is founded on an assumption (Bombay, 1891)

III Explain the following sentences —

(a) I shall leave no stone unturned to discover the writer of this letter (b) He accused the Government of throwing cold water on every suggestion (c) When driven into a corner, he threw off the mask (d) Whatever the verdict may be, his guilt is morally certain (e) You are very good at keeping your own counsel (f) He ordered the advances to be sounded (Bombay, 1892)

IV Explain the following sentences —

(a) The face is generally an index to the mind (b) As he spoke quite over the heads of his audience, his polished periods were thrown away (c) He was at daggers drawn with his own father, and played fast and loose with his friends (d) I was to push his business, and receive a small commission on the profits (Bombay, 1889)

V Write short sentences to illustrate the various idiomatic uses of the following. Give the meaning of each sentence that you write —

(a) To make up, make out, make for, make off (b) To draw up, draw out (Bombay, 1893)

VI Explain the following sentences —

(a) He asked me to stretch a point in his favour (b) It was evident from his speech that he was out of his depth and at a loss for an answer (c) It was a standing joke with them to impose upon Mr Smith's credulity (d) Still waters run deep (Bombay, 1895)

VII Explain fully the meaning of the italicised words in the following —

"He that *will* not when he *may*

He *shall* not when he *will*"

(Bombay, 1895)

VIII Write the following passage, substituting equivalent words or expressions for the italicised portions — English villages change *but little* *Now and then* a person dies, and, *of course*, pretty frequently some one is born, but *on the whole*, the tide of time sweeps on very imperceptibly, and though, *in the course of* nature, the entire population is changed every sixty years or so, nobody seems to realise that it is changing. There are the same old houses, and *above all* the same roads and lanes (Bombay, 1897)

APPARENT SYNONYMS AND SIMILAR EXPRESSIONS DISTINGUISHED --VI

I Make short sentences to illustrate the difference in the meaning and use of the following pairs of words — Feminine, effeminate practice, prac

tive, contemptible, contemptuous, reverent, reverend, precipitous, precipitate, lively, life-like graceful, gracious (Bombay, 1894)

II Distinguish between the meanings of *route* and *route*, *venial*, and *venal*, *extract* and *abstract*, *imperial* and *imperious*, *continued* and *continuous*, *sensible* and *sensitive* (Bombay, 1895)

III 1 Construct three complex sentences, in order to illustrate the difference in meaning or use of the members of the following pairs of adjectives, (a) much, many, (b) later, latter, (c) older, elder

N B Only one sentence is required for each pair

CONVERSION OF SENTENCES —VII

I Express the meaning of (a) in a compound sentence of (b) in a complex sentence of (c) and (d) in simple sentences —(a) All but John had lost their money (b) All but for John had lost their money (c) He disliked the fruit as it was sweet (d) He disliked the fruit sweet as it was

II 1 Change (a) into a simple sentence with *Dryden* as the subject (b) into (i) a compound, (ii) a complex sentence —

(a) Sense, vigour, harmony, and a kind of careless regularity were the characteristics of that powerful school of Poetry which was introduced into England at the Restoration, and of which Dryden is the most eminent type

(b) Having seen so much, and having been brought into contact with so many remarkable persons, and in a way giving her unusual means of judging them, she is always sensible and amusing

III Write the following sentences as directed (a) what a wonderful thing an elephant's trunk is, which is so strongly and delicately constructed that, while it can render the biggest branches, it can pick up also the smallest things from the ground (Begin with "how," use "such" for "so," and bring out the force of the adjective "biggest," "smallest" by means of concessional clauses) (b) The first physicians by debauch were made, excess began, and sloth sustains the trade (Change the voice of all the verbs)

CONVERSION OF CLAUSES INTO PHRASES AND

VICE-VERSA —VIII

1 Recast the following, using in (a) "no sooner" in place of "immediately," in (b) "prefer" for "had rather," in (c) "so as" instead of "too"

(a) Immediately on seeing this venerable man in the pulpit, I very much approved of my friend's insisting on the qualifications of a good aspect and a clear voice.

(b) I had rather coin my heart than wring From the hard hands of peasants their vile trash by any indirection

(c) Nothing is too high, nothing is too low, to furnish matter for amusing and yet profitable reflection

COMMON ERRORS —IX

I Correct any mistakes that you may notice in the following sentences, and give reasons for the corrections made —

(a) "I feel that it is, perhaps, the only thing that I can remember, which really needs no apology" (b) "The sight of his blood whom they deemed invulnerable, shook the courage of the soldiers" (c) "I meant, when first I came, to have bought everything" (d) "I would have liked to have asked him the question" (e) "This is one of the very best treatises on money and coins that has ever been published" (f) "Each of the girls went up into their separate rooms to rest and calm themselves"
(Bombay, 1899)

II Rewrite the following passage, punctuating it and correcting all the mistakes —

I gave a little money to a poor who had overtook me on the road he said that I have ate nothing since three days and besought me give to him little money for buying bread the cloths that he wore were much dirty and very sained by mud if he exclaimed some one shall not aid me I will starve but as he had too amiable countenance and moved my pity I compassioned to his woes and offered to carry him to my brother's house who had ten thousands rupees and could relieve his distress better than me so he walked by my side until me reached to my brother's
(Bombay, 1893)

III Re write the following sentences in correct English —

(a) This so generous man is much angry on those who refuse for his gifts than on those that risk to him for giving them (b) If I can able to come to yours to morrow, I will be glad to do (c) He refused of obeying to my order, but I told him to do the work immediate
(Bombay, 1894)

IV Re write the following in correct English, adding, the necessary stops —

(a) So the remaining portions of the dead body which since six hours was lying motionless was carried with water into an adjacent pond and the water of said pond was consequently too much putrified (b) If your honour shall be kind on me and confer me lowest posts I shall be able to enjoy with my family stock and thereby maintain fairly with the pay no sooner I get this favour I will be quite happy until I live
(Bombay, 1895)

V Correct the errors in the following sentences —

(a) Who do you think I met this morning at my arrival? (b) Horse is very noble among all the animals (c) Boys should not disobey to their masters when they give them good advices (d) Books that we can at a glance carry off all that is in them are useless for instruction

VI Correct the errors in the following sentences —

(a) Where has gone the dog who I buyed to play with my sister and I? That is him A what big dog is he! He is nearly so big as me and very bigger than Carlo

(b) There was more than one Sailor on the Bandar, when I arrived it

(c) Both men went into his own room and each of them returned with many books in their hands, in order that they may study in the open air

(d) One can never tell when he may want refer his books

LETTER-WRITING AND ESSAY WRITING —X.

I —Write an essay of about 40 lines on one of the following subjects —

(a) "Every man is the architect of his own fortune "

(b) Some of the advantages to be derived from the study of English
(Bombay, 1889)

II Write an essay on "The advantages to the Hindu student of a knowledge of English "
(Bombay, 1880)

III In an essay of not more than forty lines describe the occupation in which you take most pleasure
(Bombay, 1892)

IV Write an essay of not more than forty lines upon the benefits that a man derives from having to work for his living
(Bombay, 1893)

V In an essay of not more than forty lines contrast the blessing of peace with the horrors of war

VI Write an essay of about forty lines on "Hot and cold weather in India "
(Bombay, 1895)

VII Write a short story illustrating the evils of unpunctuality
(Bombay, 1896)

VIII Write a short essay on "The mango tree and its uses "
(Bombay, 1897)

IX Write a description of some town with which you are acquainted
(Bombay, 1898).

FIGURES OF SPEECH —XI

1 Point out and name the figures of speech in the passages below —

(a) Youth that with joys had unacquainted been
Enviied grey hairs that once good days had seen

(b) For wild ambition loves to slide, not stand,
And fortune's ice prefers to virtue's land

(c) Just then, as through one cloudless chink in a black stormy sky,
Shines out the dewy morning star, a fair young girl came by

2 Write (a) and (b) in unfigurative language

ALLAHABAD ENTRANCE EXAMINATION PAPERS.

GRAMMAR —I

1 (a) Give the plural forms of —Volcano, piano, grotto, mosquito staff, distaff, major general, commander in chief

(b) What different meanings have the plural forms of the following words —*Custom, number, premise, minute*?

(c) Change into correct possessive forms, without altering the sense, the expressions in italics —

(1) This horse *belongs to some one else*

(2) The home *belonging to Charles Dickens* is burnt

(3) He applied for *furlough for six months*

(4) He paid the money *for the sake of conscience* (Allahabad, 1892)

2 Distinguish between the root and the stem of a word Give the force of the prefixes or suffixes in the following words —

Picturesque, misconduct, monarch, childish, uniform withdraw, penin-
sula, sympathy, wholesome, manhood (Allahabad, 1892)

3 What are strong and weak verbs? Give the Preterite and Past Participle of —*Smite, bid, swim, slay, ride*

3 A In the following sentences change the verbs of the Active Voice to the Passive, and of the Passive to the Active, without materially altering the sense —

(1) The cricket match was played quickly

(2) The teacher found fault with his pupil

(3) You are said to have warned him in time

(4) They refused him permission

(5) Having been once burnt, the child dreads the fire

(Allahabad, 1892)

4 (a) When is an adjective said to be used attributively and when predicatively?

(b) Distinguish between Demonstrative adjectives and Demonstrative pronouns

(c) What is the resemblance, and what the difference between a Demonstrative pronoun and a Relative pronoun?

(d) In what different senses is the verb *to be* used?

N B —Give examples to illustrate your answer in each case (a, b, c, d)
(Allahabad, 1893)

5 Give the meaning of the following prefixes and suffixes in the un-
dermentioned words —

A, in *a-shore* arise, *ashamed*, *apathy*, *be*, in *between* *beduin*, *behead*,
be, fall *en* in *darken*, *even*, *golden*, *maiden*, *age*, in *bondage*, *hermitage*,
tillage, *brokerage* (Allahabad, 1893)

6 (a) Form two complete sentences to illustrate each of the follow-
ing —

Nominative absolute, cognate object, dative of interest, factitive object
and object of manner

(b) Exemplify the use of *but* as a relative, an adverb, and conjunction, of *that* as a Demonstrative adjective, Demonstrative pronoun, of *since* as a preposition, adverb, and conjunction (Allahabad, 1897)

7 Write down—

The plurals of—Norman, footman, man servant, Lieutenant Governor, Governor General

The fannines of—earl, bull calf, sire, Mr, executor

The past tense and past participle of—lie (to lie down) lie (to speak false), die, dye, think, sink, buy, the diminutive of—swam, lamb, sack, seed, min (Allahabad, 1893)

8 (1) Distinguish between the weak and the strong conjugation of verbs

(2) To which conjugation does each of the following verbs belong *eat, fly, flee, hunt, stop, work* ? Conjugate each of the verbs. Write sentences introducing the past participle of each (Allahabad, 1896)

9 (1) Add to each of the following words the prefix that reverses the meaning *sense, truth, honour, patience*. Give another example of a similar use of each of the same prefixes

(2) Give words, not formed by prefixes, or suffixes, having the contrary meaning to the following *mean, praise, fertile, ancient*

(Allahabad, 1896)

DIRECT AND INDIRECT SPEECH —II

1 (a) Convert the following passages from the direct to the indirect form of narration —

"Hercules," said the Goddess of Virtue "I offer myself to you because I know you are descended from the gods, and that you have given proofs of that descent by your love of virtue. This makes me hope you will gain, both for yourself and me, an immortal reputation

(b) Convert the following passage from the direct to the indirect form of narration —

The Goddess of Pleasure advised Hercules to be her friend and follow her. She would lead him into the possession of pleasure. His whole employment in her service would be to make his life easy. She begged him therefore to come with her to the region of delights, and to bid farewell for ever to care and pain (Allahabad, 1892)

2 Change the direct form into the indirect. The teacher became angry and said to his pupil — "Why have you disturbed the class again in this way? I have told you before that when I am speaking you should be silent. Leave the room and do not return to day" (Allahabad, 1893)

3 (a) Write in the third person the following speech, taking care to make the meaning plain and commencing with 'Tommy said to Harry that—

I shall not be long without you, to your example I owe most of the little good that I can boast, you have taught me how much better it is to be useful than rich or fine,—how much more amiable to be good than to be great. Should I be ever tempted to relapse, even for an instant, into any of my former habits, I will return hither for instruction and I hope you will again receive me'

(b) Deduce from the following report the words used by the original speaker

Did they think that the statue of ancient art was but a lifeless marble? I et them animate it with their breath and instantly it would live and glow. Greek literature, if it served them with nothing else, should excite their curiosity as the picture of a wondrous state of civilisation, which in its peculiar phrases, the world could never see again, and yet from which every succeeding state of civilisation had borrowed its liveliest touches

(Allahabad, 1896)

PARSING — III

I Parse the italicised words in the following —

The *then* king, water *to drink*, *much* has been done, fare *thee* well to over sleep *oneself*, honey *tastes* sweet, the drums *are* beating, if he *is* not guilty, why do you punish him? if he *be* guilty, he will be fined, I am, *to tell* you the truth, tired of this work He must *needs* do this

(Allahabad, 1893)

II What hid'st thou in thy treasure caves and cells,
Thou hollow sounding and mysterious main?—
Pale glistening pearls and rainbow coloured shells,
Bright things which gleam unrecked of, and in vain
Keep, keep thy riches, melancholy sea!
We ask not such from thee

Parse the nouns in the above stanza Name the pronouns

(Allahabad, 1896)

III Parse *fully* the italicised words in the following —

I am always very well pleased with a *country* Sunday, and think, if *keeping* holy the seventh day *were* only a human *institution*, it would be the best method *that* could have been thought for the polishing and civilising of man and

(Allahabad, 1896)

ANALYSIS OF SENTENCES — I

I Analyse the following sentences in the form given below —

The clause	Kind of clause	Connectives	Subject	Adjuncts to subject	Finite verb	Indirect object	Direct object	Complements with adjuncts to Predicate	Adjuncts to Predicate or Extension of Predicate
1	2	3	4	5	6	7	8	9	10

(a) Even as the driver checks a restive steed, so do thou, if thou art wise, restrain thy passion, which, if it runs wild, will hurry thee away.

(b) What thou biddest, I obey

(c) My wretched soul, I knew

Was at the devil's price

A dozen times I groined, the dead

Had never groined but twice

(Allahabad, 1893)

II Analyse in tabular form the following passage —

I am always very well pleased with a country Sunday, and think, if keeping holy the seventh day were only a human institution, it would be the best method that could have been thought of for the polishing and civilising of mankind

(Allahabad, 1896)

CONVERSION OF SENTENCES — I

I Reduce the following compound or complex sentences into simple,

—(1) The letter was taken to the wrong house and so it never reached me

(2) Turn to the right and you will find the house

(3) It is a sad thing that he died so young

(4) Tell me when and where you were born

(5) He was not a man who would tell a lie

(Allahabad, 1892)

SYNTHESIS OF SENTENCES — I

I Reduce the following simple sentences into a compound one —

A poor Arab came suddenly upon a spring of sweet water. He had never before tasted any but brackish water. He thought such sweet water fit only for a king. He filled his leathern bottle from the spring. He set off to present it to the king

(Allahabad, 1895)

II Combine the following into a simple sentence, which may be compound or compound —

The train arrived at the station. A man sprang out of one of the carriages. He sprang upon the platform. His clothes were torn. They were also bespattered with blood. Two policemen were on the platform. They arrested the man. They supposed him guilty of murder. This was why they apprehended him

(Allahabad, 1893)

PIHRASLS AND IDIOMS — I

I (a) What change of meaning do the following words undergo when the annexed prepositions are added to them?

Break—in,—out,—down

Put—off,—out,—down

(b) Explain the meaning of the following idiomatic expressions, and illustrate them by sentences of your own composing —

From hand to mouth — To beat about the bush — To make good — To pocket an insult — To laugh in one's sleeve — The way of the world

2 Give the meaning of—(i) As good as his word (ii) Penny wise pound foolish (iii) A storm in a tea cup (iv) The observed of all observers (v) Wolves in sheep's clothing (vi) Old heads on young shoulders (vii) To pry a man back in his own coin (viii) To turn a person in one's little finger

(Allahabad, 1896)

APPROPRIATE PREPOSITIONS —VIII

I Insert appropriate prepositions in the blanks given bellow —

(a) A man of honour adheres—his convictions and acts—a sense—duty even if men rail—him and think him weak—understanding and wanting—common sense
(Allahabad, 1896)

II State what prepositions are used with the following words —
requisite, subversive, inconsistent, amenable Write four sentences in illustration
(Allahabad, 1896)

COMMON ERRORS —IX

1 Correct the following sentences, and state the reason of your corrections —

(1) He told, with regard to my old habits, if you do not study, that how you will pass

(2) I shall come to Lucknow direct, but if I shall visit Cawnpore, it shall delay me two days

(3) Such students will be allowed to compete who have passed Entrance Examination

(4) Every one of the students, except you and I, have failed
(Allahabad, 1892)

2 Correct, if wrong, any of the following

(1) I have got some cloth (2) They have any cloth (3) Have you got some cloth? (4) Have they got any cloth? (5) He had many breads (6) I have much loaves of bread (7) He had some bread (8) I have some loaves of bread (9) I have finished my letter last night (10) Influenza has raged in the city since Monday last (11) He comes that he may see me (12) He comes that he might see me (13) He goes lest he shall see me (14) He goes lest he should see me (15) He loved you better than he likes me
(Allahabad, 1893)

3 Correct the following sentences and give your reasons for the changes you make —

(a) He asked that when he was to come to work

(b) No sooner I came in I went out again

(c) We heard of him having met with an accident

(d) They persisted to do what they knew to be wrong

(Allahabad, 1896)

GENERAL COMPOSITION —X

I (a) Use each of the following after the object of a transitive verb in the past tense, so as to form a sentence —

In a trap
Past the city

On the road
From day to day

From head to foot
Into the bargain

(b) Construct sentences in which the prepositional phrases below shall be attached to the subject or nominative, —

In the train

Across my path

With the children

After the battle

Near the tank

Outside the temple

II Construct three complex sentences containing as their subordinate clause the words *where the accident happened*. In the first sentence the subordinate clause is to be a noun clause, in the second an adjective clause, and in the third an adverbial clause (Allahabad, 1896)

LETTER WRITING AND ESSAY WRITING —VI

I State in the form of a letter of not more than ten lines, the profession you would like to adopt, and the reasons of your choice

N B —Date, address, &c, must be inserted in the proper place

(Allahabad, 1892)

II Write a paragraph about the advantages of books using the materials suggested by the following hints —

Hints Books record what others have seen, thought, discovered, known, by books we gain what others knew One tells a thing and goes away we wish to hear it again, but cannot, books preserve it, we can peruse and ponder Man's life short, knowledge of men, stored in books helps others Printed books cheap, easily read Results if we had no books

III Write a letter, about 15 lines in length, to your mother from a distant town, describing the journey thither, and the sights you saw there

IV Write a short essay on the following subject, using the outline here given

Magna Charta

The tyranny and rapacity of John—the Barons determine to vindicate their rights—Magna Charta drawn up—its chief provisions—John refuses to sign it—London is seized by the nobles—he reluctantly signs the document—persuades the Pope to amend the Charta—traversed the kingdom with hired mercenaries—laying it waste with fire and sword—his sudden death relieves the nation (Allahabad, 1893)

V Write a description of the seasons of the Indian year

(Allahabad, 1896)

PUNJAB ENTRANCE EXAMINATION PAPERS.

GRAMMAR — I

- I Define root and stem and give the force of the following prefixes —
in, im, sub, hemi, poly, bi, with (Punjab, 1892)
- II Write down—(a) the feminine of *goose, poet, sing, author, Sultan,*
 (b) the diminutives of *hill, man, stream, lamb* (Punjab, 1892)
- III Give with (examples) the different uses of the words—*that* and
but (Punjab, 1892)
- IV Distinguish between the uses of *simple infinitive* and the *gerundial infinitive* and give examples (Punjab, 1892)
- V Make a complete list of the Defective Verbs and (b) explain briefly the use of *shall* and *will*, (c) correct or justify the following —
 'I will be drowned, and nobody shall save me' (Punjab, 1892)
- VI Define —Etymology, Pronoun, Indefinite Article, Infinitive Mood, Irregular Verb, Accent, Hyperbole, Metonymy (Punjab, 1892)
- VII Give the plural of —Calf, roof, negro, grotto, monkey, lady, series, focus, stratum, governor general, barrister at law and the singular of —Kine, geese, sheep, shelves, radii, berries, nuptials, phenomena
 Mention three nouns (a) that have no singular, (b) that have no plural number (Punjab, 1893)
- VIII Illustrate by constructing short sentences the uses of *that, but, as, and since* (Punjab, 1893)
- IX (1) Define *case* and illustrate its uses
 (2) Distinguish between Abstract and Material Nouns give ten of each class, and illustrate by appropriate sentences, what they become when put in the plural number
 (3) Define conjunctions, Co ordinating and Subordinating, and give sentences in which they are used (Punjab, 1896)
- X (1) Name and define the chief inflexions of the Verb
 (2) Define Weak and Strong Verbs, and tell how they are conjugated
 (3) Explain the uses of May, Can, Might, Could, Would Should and Ought (Punjab, 1896)
- XI (1) Describe the various uses of the words —Much, very, too
 (2) Give the degrees of comparison of the following adverbs —Often seldom, past, and far (Punjab, 1896)
- XII Give the derivation and meaning of the following —
 Transform, manufacture, hospital, consent, possible, habit, postscript, theology, machine (Punjab, 1896)
- XIII How are pronouns classified? Give examples of each class. Describe the various uses of the word *that*, and construct sentences containing illustrations of your answer (Punjab, 1889)

XIV (a) Write the masculine forms of—witch, belle, jewess, hen, mare, hind, roe, lass, niece, dam

(b) Form verbs from the nouns —price, shelf, guile, crime and from the adjectives —pure, civil, fertile, alive (Punjab, 1889)

XV (a) Give the comparison of the adjectives —bird, little, much, old, square, wonderful, strange, happy and form adjectives from the words —child, learn, scholar, brine, wood

(b) Give the plural of —book, house, leaf, knife, man, goose, tooth, mouse, foot (Punjab, 1890)

XVI (a) How are adverbs classified? Give three examples of each class

(b) Write three sentences in which *down*, *behind*, *round*, are used as adverbs and also those sentences in which they are used as prepositions

(Punjab, 1890)

XVII How are verbs inflected? Give the principal parts (conjugation) of the verbs —begin, drive, sing, steal, cut, win, bend, burst, be, shall (Punjab, 1890)

XVIII How are *adjectives* classified? Give examples of each class. Mention six adjectives which cannot be compared (Punjab, 1891)

XIX (a) Construct *four* sentences each illustrating the use of the Reflexive pronouns

(b) Name the Compound Relatives and illustrate the use of each by a sentence

(c) Give examples of *as*, *but*, *when*, *where*, *whence*, having the force of a Relative

(d) Give the principal parts of the verbs —*hurt*, *read*, *weep*, *hang*, *wait*, *sit*, *lie*, *grow*, *fly*, *see* (Punjab, 1891)

DIRECT AND INDIRECT SPEECH —II

I Show by giving examples, the difference between the direct and indirect form of narration (Punjab, 1893)

II Turn the following into the indirect form —“Thank you, Sir,” she replied, “for being so frank, you have taken a great load from my spirits. To tell the truth I was rather unhappy about you, I love your wife dearly, and should grieve at any incompleteness in her happiness

(Punjab, 1892)

PARSING —III

I Parse the italicised words in the following —

“I *want* an apple and a *chocolate* pistol, and a drum *with* sweets, *in* *hide* I had *last* year, and *six* sweet watches and a bird *with* sweets in, like *Geralt* is *going* to have, and a small box of *preserved* fruits, and two *crackers*” *To day* is Christmas day, and having *by* me the list of reasonable demands *dictated* by a young nephew, *aged* seven, I thought I might as well put it *down* as an appropriate *opening*

(Punjab, 1893)

II Parse the words italicised in the following —

“There in his noisy mansion *skilled* to rule,
 The village master taught his little school,
 A man severe he was and stern *to view*,
 I knew him *well* and every truant *knew*,
 Well had the boading tremblers learned to trace,
The day's disasters in his morning face,
 Full well they laughed with counterfeited glee
 At all his jokes, *for* many a joke had he,
Full well the busy whisper circling round
 Conveyed the dismal tidings when he frowned ” (Punjab, 1889)

III Parse all the words in the last two lines —

And so 'twill be when I am gone—
 That tuneful peal will still ring on,
While other bards shall walk these dells,
And sing your praise, sweet evening bells (Punjab, 1890)

ANALYSIS OF SENTENCES —IV

I Give the detailed analysis of the following sentence —“The state of the world is such and so much depends on action that everything seems to say aloud to every man, ‘Do something Do it, do it!’ (Punjab, 1892)

II Analyse the following sentences —

(a) He heard the news with bated breath

(b) In France there was less material for the Reformers to work upon

(c) They brought home so numerous evidences that expedition had been successful

(d) In all times and in all places, man has sought to understand the language of nature (Punjab, 1896)

III Distinguish simple, complex and compound sentences, and give one example of each, with analysis (Punjab, 1889)

IV Name the different kinds of subordinate clauses and write one complex sentence containing an example of each kind

Analyse the sentence given by you (Punjab, 1890)

V Define a sentence Give examples of various kinds of sentences with analysis of each (Punjab, 1891)

PHRASES AND IDIOMS —V

I Define Idiom, and describe the various idiomatic uses of the following words —Hand, it, head, side, but, pick, go, with, towards, at fair, off, over, across, by, at, each (Punjab, 1896)

II Give the meaning of the following —

(a) He lived only for their sakes

(b) This consideration gives some force to his proceedings

(c) He took it into his head to object

- (d) The bill is dead
 (e) I have turned off a great deal of work
 (f) I set my face against such conduct
 (g) A hand to hand fight
 (h) Driven from pillar to post
 (i) Hear me out
 (j) He has got into hot water about this business (Punjab, 1896)

III Frame sentences illustrating the correct use of the following expressions — *Out of the question beyond his means to the purpose, for my own part out of hours in the end to take in hand a high hand by far* (Punjab, 1880)

IV Explain the meaning of the expressions “sooner or later,” “deed of darkness,” “drink deep,” “in favour of,” “stand fast,” “other than,” “give ear,” “give in” (Punjab, 1890)

V Frame sentences showing the correct use of the following expressions — *To lie in wait out of pocket face to face to carry his point a dead letter behind the times to laugh to scorn to wind his ways to count the cost* (Punjab, 1891)

APPROPRIATE PREPOSITIONS —VI

I What prepositions are required after the verbs—coincide, depend, bestow, guard, impose? (Punjab, 1893)

II What prepositions should be used after the words—allied, compensate, condole, carb, glad, ready, passion, profuse, veiled, ? (Punjab, 1896)

III What prepositions are required after the verbs—connive, adhere, bestow, depend, frown, oppose, sympathize (Punjab, 1889)

IV What prepositions should be used after the verbs—comply, alienate, grapple, domineer, despair. Illustrate by short sentences (Punjab, 1891)

APPARENT SYNONYMS AND SIMILAR EXPRESSIONS DISTINGUISHED —VII

I Write short sentences to shew the difference in meanings between — (a) Council and counsel, (b) various and variegated, (c) sale and sell, (d) disinterested and uninterested, (e) significance and signification, (f) road and rode (Punjab, 1889)

II Compose short sentences to show the difference in meaning between (a) conversation and conversion, (b) beyond and yonder, (c) hope and expect, (d) suspect and expect, (e) condolence and congratulation, (f) legible and eligible (Punjab, 1891)

COMMON ERRORS —VIII

I Correct the following sentences —

- 1 He confused up two different things
- 2 His friends washed in tears stood round his bed
- 3 Each of us have separate rooms to sleep in
- 4 These kinds of trees yield tough timbers

(Punjab, 1892)

II Correct the following sentences —

- (a) I am sick for three days, therefore I am absent from school and he is angry on me
- (b) He is a too clever man, and difficult to cheat
- (c) He tells lies that 'I had been sick by fever
- (d) I asked him that whether he shall attend to college to day morning
- (e) He fell down from his horse on ground
- (f) I, he, and you will reach Lahore yesterday and shall leave it one day after

III Correct the following sentences —

- (1) Please pass order for his release
- (2) Please give me some blotting
- (3) They made a fiercest attack on him
- (4) He weighed himself two mounds
- (5) He found the place with somewhat difficulty
- (6) Weeds hinder flowers to you
- (7) Can I look at your book?
- (8) What will be ensued on this?
- (9) We once knew much that we now find to be false
- (10) Hindus use to burn their dead
- (11) The examination will begin from Monday
- (12) He encouraged me for applying after the post
- (13) Until you remain idle you will make no progress
- (14) One cannot defend his promise
- (15) He lives at Calcutta

(Punjab, 1896)

IV Correct the following sentences —

- (a) I have been absent since four days
- (b) Steam engine has brought too great change in the world, that we astonish when we see the result
- (c) Unless you do not study, you will not pass the examination.
- (d) I request your favour of giving me an appointment
- (e) He said me that my neighbour wished to pick up a quarrel with me
- (f) This book is inferior than that
- (g) The man is too clever, and will therefore surely succeed

(Punjab, 1889)

V Correct the following sentences —

- (1) It is inferior from what I expected
- (2) What is seldom or ever the case

- (3) Let you and I go together
- (4) We will come yesterday
- (5) I don't know nothing at all
- (6) He addressed his letter to Mr Jones, Esqr
- (7) I have a brother, which have a high post in the Punjab
- (8) He is the most stupidest boy I have ever behold

(Punjab, 1890)

VI Correct the following sentences, —

- (a) We reached at home yesterday
- (b) I am better than him
- (c) I request that you would be kind upon me
- (d) He denied that he was not a thief
- (e) My brother had come on the train
- (f) London is at distance from here
- (g) I have been ill since three days

(Punjab, 1891)

MISCELLANEOUS — IX

I Show by giving examples the difference between a simple, complex and a compound sentence

(Punjab, 1893)

II Distinguish co ordinate, subordinate, simple and complex sentences

(Punjab, 1896)

III Express the following words by others having the same meaning —
Searched, gradual, percolate, capture, govern, ascend, procrastination,
locomotion, grasp, sanction

(Punjab, 1890)

IV Rewrite the following sentences, using an adverb instead of the words in *italics* —

- (1) I was never *in that place*
- (2) *He knew* that he did the wrong
- (3) I have not, *even to this day*, overcome that habit
- (4) *For what purpose* did he come?

(Punjab, 1890)

LETTER WRITING AND ESSAY WRITING — X

I Write an Essay on any one of the following subjects —

- 1 Lord Clive 2 The horse 3 The Dewali 4 Home

(Punjab, 1892)

II (a) Write a short Essay on any one of following subjects —

- 1 Town and country life 2 How to spend a holiday 3 Object Lessons
4 Improvement of vernacular literature 5 Education of women

(b) Write a short letter to your father describing the results of a visit you paid to a relation of yours at Lahore or elsewhere

(Punjab, 1893)

III Write an Essay on any one of the following subjects —

- (1) The advantage of a Liberal Education (2) The Tramway (3) The city of Lahore (4) True Bravery (5) The Value of a good Name (6) Our Country (Punjab, 1893)

IV (a) Write an Essay on any one of the following subjects —

- (1) A Railway Journey (2) Perseverance (3) The River Ganges (4) The advantages to be derived from a knowledge of English (b) Write a short letter to a friend explaining to him why you desire to acquire a thorough education (Punjab, 1886)

V (a) Write a short Essay on any one of the following subjects —

- (1) Gymnastics (2) Habit (3) Steam (4) The rainy season (b) Write a letter of application for employment in an office, stating what you believe to be your qualifications for the position (Punjab, 1890)

VI (a) Write a short Essay on one of the following sentences —

- (1) Kashmir (2) Punctuality (3) Child Marriage (4) The advantages of physical exercise

- (b) Write a letter to your father giving him your impressions of the city where your examination is held (Punjab, 1891)
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